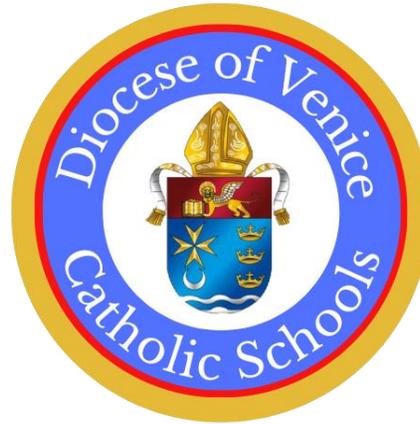


*Diocese of Venice Curricular Standards  
Grades 9-12*

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*Math, Science, English, Social Studies,  
World Languages, & Theology*



*English and Language  
Standards*

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Diocese of Venice  
Curricular Standards:  
**English and Language**

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*High School Grades 9-12*



# *Basic Principles underlying All Standards to be used for the Planning of Curriculum for the Diocese of Venice*

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Basic principles which inform all Catholic education in the Schools of the Diocese of Venice are:

- All knowledge, in some way, reflects God’s Truth, Beauty and Goodness.
- Curriculum and instruction enable deeper incorporation of the children into the Church, the formation of community within the school; and respect for the uniqueness and dignity of each person as created in the image of God.
- Education fosters growth in Christian virtue and contributes to development and formation of the whole person in light of his/her ultimate end and the good of the society of which he/she is a member.
- Each subject is to be examined in the context of the Catholic faith and is to be illuminated by Gospel values.
- Learning and formation occur in the Catholic school without separation as does the development of each student on both the natural and supernatural levels.
- Curriculum and instruction seeks to promote a synthesis of faith, life and culture and to form students as disciples of Jesus.



# *Diocese Of Venice Catholic School Standards For English and Language*



Using writing, speaking, and listening as the communication vehicle for their search for truth, beauty and goodness, students will demonstrate increasing sophistication in all aspects of language usage. Vocabulary, syntax, and the development, organization and presentation of ideas, will reflect the utilization of increasingly arduous content and sources.

The cultural heritage of mankind includes other values apart from the specific ambient of truth. When the Christian teacher helps a pupil to grasp, appreciate and assimilate these values, he is guiding him towards eternal realities. This movement towards the Uncreated Source of all knowledge highlights the importance of teaching for the growth of faith. *The Catholic School*, #42

Reading and literature, as in all truths, are best presented through the perspective of our Catholic faith. These standards are directed toward fostering students' understanding and working knowledge of reading, from the alphabetic principle to comprehension of complex literary and informational text. The aim of these standards "is not merely the attainment of knowledge but the acquisition of values and discovery of truth." - Sacred Congregation for the Catholic Education, (*The Catholic School*, #39)

Literary and artistic works depict the struggles of societies, of families, and of individuals. They spring from the depths of the human heart, revealing its lights and its shadows, its hope and its despair. The Christian perspective goes beyond the merely human, and offers more penetrating criteria for understanding the human struggle and the mysteries of the human spirit. *Religious Dimensions of Education in a Catholic School: Guidelines for Reflection and Renewal*, # 61

The increased attention given to science and technology must not lead to a neglect of the humanities: philosophy, history, literature and art. Since earliest times, each society has developed and handed on its artistic and literary heritage, and our human patrimony is nothing more than the sum total of this cultural wealth... The artistic and literary patrimony of Christianity is vast and gives visible testimony to a faith that has been handed down through centuries. *Religious Dimensions of Education in a Catholic School: Guidelines for Reflection and Renewal*, #60

In a Catholic school, curricular formation....

1. Involves the integral formation of the whole person, body, mind and spirit, in light of his or her ultimate end and the good of society. (1)

2. Promotes human virtues and the dignity of human person, as created in the image and likeness of God and modeled on the person of Jesus Christ. <sup>2</sup>
3. Seeks to know and understand objective reality which includes transcendent Truth, is knowable by reason and faith, and finds its origin, unity, and end in God.
4. Develops a Catholic worldview and enables a deeper incorporation of the student into the heart of the Catholic Church.
5. Encourages a synthesis of faith, life, and culture.

## English and Language 9-12 Catholic Integrated Faith Standards

LA.912.IF	Integration of Faith: Grades 9-12	
	LA.912.IF	Catholic Curricular Standards and Dispositions in English Language Arts
	LA.12.IF.1	Analyze literature that reflects the transmission of a Catholic culture and worldview.
	LA.12.IF.2	Analyze works of fiction and non-fiction to uncover authentic Truth.
	LA.12.IF.3	Analyze carefully chosen selections to uncover the proper nature of man, his problems, and his experiences in trying to know and perfect both himself and the world.
	LA.12.IF.4	Share how literature can contribute to strengthening one ' s moral character.
	LA.12.IF.5	Identify how literature interprets the human condition, human behaviors, and human actions in its redeemed and unredeemed state.
	LA.12.IF.6	Describe how the rich spiritual knowledge communicated through fairy tales, fables, myths, parables, and other stories is a reflection on the truth and development of a moral imagination and the mystery, danger, and wonder of human experience.
	LA.12.IF.7	Describe the importance of thinking with images informed by classic Christian and Western symbols and archetypes, including their important role in understanding the battle between good and evil and their role in making visible realities that are complex, invisible, and spiritual.
	LA.12.IF.8	Explain from a Catholic perspective how literature addresses critical questions related to man, such as: How ought men live in community with each other? What are an individual's duties, freedoms, and restraints? What are a society's duties, freedoms, and restraints? What is the relationship between man and God? Between man and the physical world? What is the nature of human dignity and the human spirit? What is love? What is a good life?
	LA.12.IF.9	Describe how poets and writers use language to convey truths that are universal and transcendent.
	LA.12.IF.10	Analyze critical values presented in literature and the degree to which they are in accord or discord with Catholic norms.
	LA.12.IF.11	Use imagination to create dialogue between the reader and fictional characters by entering into the lives of the characters and uncovering deeper meanings, inferences, and relationships between the characters, nature, and God.
	LA.12.IF.12	Explain how literature assists in transcending the limited horizon of human reality.
	LA.12.IF.13	Evaluate complex literary selections for all that is implied in the concept of a person as defined from a Catholic perspective.
	LA.12.IF.14	Analyze how literature helps identify, interpret, and assimilate the cultural patrimony handed down from previous generations.
	LA.12.IF.15	Summarize how literature can reflect the historical and sociological culture of the time period in which it was written and help better understand ourselves and other cultures and times.
	LA.12.IF.16	Demonstrate cultural literacy and familiarity with the great works and authors of the world and in particular the Western canon.
	LA.12.IF.17	Explain how the powerful role of poetic knowledge, the moral imagination, connotative language, and artistic creativity explore difficult and unwieldy elements of the human condition, which is not always explainable with technical linguistic analysis or scientific rationalism.
	LA.12.IF.18	Analyze the author's reasoning and discover the author's intent.

		LA.12.IF.19	Describe how the gratuitousness of literary and artistic creation reflects the divine prerogative. Explain the role of man as a maker, artist, poet, and creator, and how the use of language to create is reflective of our being made in the image and likeness of God.
		LA.12.IF.20	Explain how language can be used as a bridge for communion with others for the betterment of all involved.
		LA.12.IF.21	Write in various ways to naturally order thoughts to the truth with an accurate expression of intent, knowledge, and feelings.
		LA.12.IF.22	Use grammar as a means of signifying concepts and the relationship to reason.
		LA.12.IF.23	Demonstrate the use of effective rhetorical skills in the service and pursuit of truth.
		LA.12.IF.24	Share how literature fosters both prudence and sound judgment in the human person.
		LA.12.IF.25	Develop empathy, care, and compassion for a character as crisis or choice in order to transcend oneself, build virtue, and better understand one's own disposition and humanity.
		LA.12.IF.26	Display the virtues and values evident within stories that involve an ideal and take a stand for love, faith, courage, fidelity, truth, beauty, goodness, and all virtues.
		LA.12.IF.27	Identify with beautifully told and well-crafted works, especially those with elements of unity, harmony, and radiance of form.
		LA.12.IF.28	Share how literature ignites the creative imagination by presenting in rich context amazing lives and situations told by humanity as best storytellers and most alive intellects.
		LA.12.IF.29	Display a sense of the goodness by examining the degree in which characters significantly possess or lack the perfections proper to a) their nature as human persons, b) their proper role in society as understood in their own culture or the world of the text, c) the terms of contemporary culture, and d) the terms of Catholic tradition and moral norms.
		LA.12.IF.30	Delight and wonder through the reading of creative, sound, and healthy stories, plays and poems.

**English and Language 9<sup>th</sup>-10<sup>th</sup> Grade**

LAFS.910.L	Grades 9-10 Language Standards			
		LAFS.910.L.1	Conventions of Standard English	
				LAFS.910.L.1.1
				Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; Use parallel structure; Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
				LAFS.910.L.1.2
				Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; Use a semicolon, with or without a conjunctive adverb, to link two or more closely related independent clauses; Use a colon to introduce a list or quotation; Spell correctly.
		LAFS.910.L.2	Knowledge of Language	
				LAFS.910.L.2.1
				Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian, Manual for Writers) appropriate for the discipline and writing type.
		LAFS.910.L.3	Vocabulary Acquisition and Use	
				LAFS.910.L.3.1
				Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9th-10th grade reading and content, choosing flexibly from a range of strategies; Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word, position or function in a sentence) as a clue to the meaning of a word or phrase; Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy); Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology; Verify the preliminary determination of the meaning of a word

					or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
				LAFS.910.L.3.2	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings; Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text; Analyze nuances in the meaning of words with similar denotations.
				LAFS.910.L.3.3	Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.910.RI	Grades 9-10 Reading Standards for Informational Text				
		LAFS.910.RI.1	Key Ideas and Details		
				LAFS.910.RI.1.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
				LAFS.910.RI.1.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
				LAFS.910.RI.1.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
		LAFS.910.RI.2	Craft and Structure		
				LAFS.910.RI.2.1	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
				LAFS.910.RI.2.2	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
				LAFS.910.RI.2.3	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
		LAFS.910.RI.3	Integration of Knowledge and Ideas		
				LAFS.910.RI.3.1	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

				LAFS.910.RI.3.2	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
				LAFS.910.RI.3.3	Analyze seminal U.S. documents of historical and literary significance (e.g: Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, Dr. King’s Letter from Birmingham Jail), including how they address related themes and concepts.
		LAFS.910.RI.4	Range of Reading and Level of Text Complexity		
				LAFS.910.RI.4.1	By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.
LAFS.910.RH	Grades 9-10 Reading Standards for Literacy in History/Social Studies 6-12				
		LAFS.910.RH.1	Key Ideas and Details		
				LAFS.910.RH.1.1	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
				LAFS.910.RH.1.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
				LAFS.910.RH.1.3	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
		LAFS.910.RH.2	Craft and Structure		
				LAFS.910.RH.2.1	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
				LAFS.910.RH.2.2	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
				LAFS.910.RH.2.3	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

		LAFS.910.RH.3	Integration of Knowledge and Ideas		
				LAFS.910.RH.3.1	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
				LAFS.910.RH.3.2	Assess the extent to which the reasoning and evidence in a text support the author's claims.
				LAFS.910.RH.3.3	Compare and contrast treatments of the same topic in several primary and secondary sources.
		LAFS.910.RH.4	Range of Reading and Level of Text Complexity		
				LAFS.910.RH.4.1	By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.
LAFS.910.RST	Grades 9-10 Reading Standards for Literacy in Science and Technical Subjects 6-12				
		LAFS.910.RST.1	Key Ideas and Details		
				LAFS.910.RST.1.1	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
				LAFS.910.RST.1.2	Determine the central ideas or conclusions of a text; trace the text, explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
				LAFS.910.RST.1.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
		LAFS.910.RST.2	Craft and Structure		
				LAFS.910.RST.2.1	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.
				LAFS.910.RST.2.2	Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).
				LAFS.910.RST.2.3	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.

		LAFS.910.RST.3	Integration of Knowledge and Ideas		
				LAFS.910.RST.3.1	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
				LAFS.910.RST.3.2	Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem.
				LAFS.910.RST.3.3	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.
		LAFS.910.RST.4	Range of Reading and Level of Text Complexity		
				LAFS.910.RST.4.1	By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.
LAFS.910.RL	Grades 9-10 Reading Standards for Literature				
		LAFS.910.RL.1	Key Ideas and Details		
				LAFS.910.RL.1.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
				LAFS.910.RL.1.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
				LAFS.910.RL.1.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
		LAFS.910.RL.2	Craft and Structure		
				LAFS.910.RL.2.1	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

				LAFS.910.RL.2.2	Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
				LAFS.910.RL.2.3	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
		LAFS.910.RL.3	Integration of Knowledge and Ideas		
				LAFS.910.RL.3.1	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden, <i>Musée des Beaux Arts</i> , Breughel's <i>Landscape with the Fall of Icarus</i> ).
				LAFS.910.RL.3.2	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
		LAFS.910.RL.4	Range of Reading and Level of Text Complexity		
				LAFS.910.RL.4.1	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
LAFS.910.SL	Grades 9-10 Standards for Speaking and Listening				
		LAFS.910.SL.1	Comprehension and Collaboration		
				LAFS.910.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively; Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas; Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate

					views), clear goals and deadlines, and individual roles as needed; Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions; Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
				LAFS.910.SL.1.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
				LAFS.910.SL.1.3	Evaluate a speaker, a point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
		LAFS.910.SL.2	Presentation of Knowledge and Ideas		
				LAFS.910.SL.2.1	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
				LAFS.910.SL.2.2	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
				LAFS.910.SL.2.3	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LAFS.910.W	Grades 9-10 Writing Standards				
		LAFS.910.W.1	Text Types and Purposes		
				LAFS.910.W.1.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence; Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audiences' knowledge level and concerns; Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence,

					and between claim(s) and counterclaims; Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing; Provide a concluding statement or section that follows from and supports the argument presented.
				LAFS.910.W.1.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content; Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension; Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audiences' knowledge of the topic; Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts; Use precise language and domain-specific vocabulary to manage the complexity of the topic; Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing; Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
				LAFS.910.W.1.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences; Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events; Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; Use a variety of techniques to sequence events so that they build on one another to create a coherent whole; Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters; Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
		LAFS.910.W.2	Production and Distribution of Writing		
				LAFS.910.W.2.1	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

					(Grade-specific expectations for writing types are defined in standards 1-3 above.)
				LAFS.910.W.2.2	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
				LAFS.910.W.2.3	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
		LAFS.910.W.3	Research to Build and Present Knowledge		
				LAFS.910.W.3.1	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
				LAFS.910.W.3.2	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
				LAFS.910.W.3.3	Draw evidence from literary or informational texts to support analysis, reflection, and research; Apply grades 9-10 Reading standards to literature (e.g., Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]); Apply grades 9-10 Reading standards to literary nonfiction (e.g., Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning).
		LAFS.910.W.4	Range of Writing		
				LAFS.910.W.4.1	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
LAFS.910.WHS T	Grades 9-10 Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects				

		LAFS.910.WHST.1	Text Types and Purposes		
				LAFS.910.WHST.1.1	Write arguments focused on discipline-specific content; Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence; Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audiences' knowledge level and concerns; Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing; Provide a concluding statement or section that follows from or supports the argument presented.
				LAFS.910.WHST.1.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes; Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension; Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audiences' knowledge of the topic; Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concept; Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers; Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing; Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
		LAFS.910.WHST.2	Production and Distribution of Writing		
				LAFS.910.WHST.2.1	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

				LAFS.910.WHST.2.2	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
				LAFS.910.WHST.2.3	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
		LAFS.910.WHST.3	Research to Build and Present Knowledge		
				LAFS.910.WHST.3.1	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
				LAFS.910.WHST.3.2	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
				LAFS.910.WHST.3.3	Draw evidence from informational texts to support analysis, reflection, and research.
		LAFS.910.WHST.4	Range of Writing		
				LAFS.910.WHST.4.1	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>English and Language 11<sup>th</sup>-12<sup>th</sup> Grade</b>					
LAFS.1112.L	Grades 11-12 Language Standards				
		LAFS.1112.L.1	Conventions of Standard English		
				LAFS.1112.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested; Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.

				LAFS.1112.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; Observe hyphenation convention; Spell correctly.
		LAFS.1112.L.2	Knowledge of Language		
				LAFS.1112.L.2.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
		LAFS.1112.L.3	Vocabulary Acquisition and Use		
				LAFS.1112.L.3.1	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies; Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase; Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable); Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage; Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
				LAFS.1112.L.3.2	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings; Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text; Analyze nuances in the meaning of words with similar denotations.
				LAFS.1112.L.3.3	Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.1112.RI	Grades 11-12 Reading Standards for Informational Text				
		LAFS.1112.RI.1	Key Ideas and Details		

				LAFS.1112.RI.1.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
				LAFS.1112.RI.1.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
				LAFS.1112.RI.1.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
		LAFS.1112.RI.2	Craft and Structure		
				LAFS.1112.RI.2.1	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
				LAFS.1112.RI.2.2	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
				LAFS.1112.RI.2.3	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
		LAFS.1112.RI.3	Integration of Knowledge and Ideas		
				LAFS.1112.RI.3.1	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
				LAFS.1112.RI.3.2	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
				LAFS.1112.RI.3.3	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

		LAFS.1112.RI.4	Range of Reading and Level of Text Complexity		
				LAFS.1112.RI.4.1	By the end of grade 11, read and comprehend literary nonfiction in the grades 11-12 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-12 text complexity band independently and proficiently.
LAFS.1112.RH	Grades 11-12 Reading Standards for Literacy in History/Social Studies 6-12				
		LAFS.1112.RH.1	Key Ideas and Details		
				LAFS.1112.RH.1.1	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
				LAFS.1112.RH.1.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
				LAFS.1112.RH.1.3	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
		LAFS.1112.RH.2	Craft and Structure		
				LAFS.1112.RH.2.1	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
				LAFS.1112.RH.2.2	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
				LAFS.1112.RH.2.3	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
		LAFS.1112.RH.3	Integration of Knowledge and Ideas		
				LAFS.1112.RH.3.1	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

				LAFS.1112.RH.3.2	Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.
				LAFS.1112.RH.3.3	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
		LAFS.1112.RH.4	Range of Reading and Level of Text Complexity		
				LAFS.1112.RH.4.1	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-12 text complexity band independently and proficiently.
LAFS.1112.RST	Grades 11-12 Reading Standards for Literacy in Science and Technical Subjects 6-12				
		LAFS.1112.RST.1	Key Ideas and Details		
				LAFS.1112.RST.1.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
				LAFS.1112.RST.1.2	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
				LAFS.1112.RST.1.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
		LAFS.1112.RST.2	Craft and Structure		
				LAFS.1112.RST.2.1	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.
				LAFS.1112.RST.2.2	Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
				LAFS.1112.RST.2.3	Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.
		LAFS.1112.RST.3	Integration of Knowledge and Ideas		
				LAFS.1112.RST.3.1	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

				LAFS.1112.RST.3.2	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
				LAFS.1112.RST.3.3	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
		LAFS.1112.RST.4	Range of Reading and Level of Text Complexity		
				LAFS.1112.RST.4.1	By the end of grade 12, read and comprehend science/technical texts in the grades 11-12 text complexity band independently and proficiently.
LAFS.1112.RL	Grades 11-12 Reading Standards for Literature				
		LAFS.1112.RL.1	Key Ideas and Details		
				LAFS.1112.RL.1.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
				LAFS.1112.RL.1.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
				LAFS.1112.RL.1.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
		LAFS.1112.RL.2	Craft and Structure		
				LAFS.1112.RL.2.1	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
				LAFS.1112.RL.2.2	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
				LAFS.1112.RL.2.3	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

		LAFS.1112.RL.3	Integration of Knowledge and Ideas		
				LAFS.1112.RL.3.1	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
				LAFS.1112.RL.3.2	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
		LAFS.1112.RL.4	Range of Reading and Level of Text Complexity		
				LAFS.1112.RL.4.1	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-12 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-12 text complexity band independently and proficiently.
LAFS.1112.SL	Grades 11-12 Standards for Speaking and Listening				
		LAFS.1112.SL.1	Comprehension and Collaboration		
				LAFS.1112.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively; Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas; Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed; Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives; Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when

					possible; and determine what additional information or research is required to deepen the investigation or complete the task.
				LAFS.1112.SL.1.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
				LAFS.1112.SL.1.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
		LAFS.1112.SL.2	Presentation of Knowledge and Ideas		
				LAFS.1112.SL.2.1	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
				LAFS.1112.SL.2.2	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
				LAFS.1112.SL.2.3	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LAFS.1112.W	Grades 11-12 Writing Standards				
		LAFS.1112.W.1	Text Types and Purposes		
				LAFS.1112.W.1.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence; Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence; Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audiences’ knowledge level, concerns, values, and possible biases; Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in

					which they are writing; Provide a concluding statement or section that follows from and supports the argument presented.
				LAFS.1112.W.1.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content; Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension; Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience, the knowledge of the topic; Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concept; Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing; Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
				LAFS1112.W.1.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences; Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events; Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution); Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters; Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
		LAFS.1112.W.2	Production and Distribution of Writing		

				LAFS.1112.W.2.1	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
				LAFS.1112.W.2.2	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
				LAFS.1112.W.2.3	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
		LAFS.1112.W.3	Research to Build and Present Knowledge		
				LAFS.1112.W.3.1	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
				LAFS.1112.W.3.2	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
				LAFS.1112.W.3.3	Draw evidence from literary or informational texts to support analysis, reflection, and research; Apply grades 11-12 Reading standards to literature (e.g., Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics); Apply grades 11-12 Reading standards to literary nonfiction (e.g. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]).
		LAFS.1112.W.4	Range of Writing		

				LAFS.1112.W.4.1	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
LAFS.1112.WHST	Grades 11-12 Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects				
		LAFS.1112.WHST.1	Text Types and Purposes		
				LAFS.1112.WHST.1.1	Write arguments focused on discipline-specific content; Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence; Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience, the knowledge level, concerns, values, and possible biases; Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing; Provide a concluding statement or section that follows from or supports the argument presented.
				LAFS.1112.WHST.1.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes; Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts; Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers; Provide a concluding statement or section that follows from and

					supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
		LAFS.1112.WHST.2	Production and Distribution of Writing		
				LAFS.1112.WHST.2.1	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
				LAFS.1112.WHST.2.2	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
				LAFS.1112.WHST.2.3	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
		LAFS.1112.WHST.3	Research to Build and Present Knowledge		
				LAFS.1112.WHST.3.1	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
				LAFS.1112.WHST.3.2	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
				LAFS.1112.WHST.3.3	Draw evidence from informational texts to support analysis, reflection, and research.
		LAFS.1112.WHST.4	Range of Writing		
				LAFS.1112.WHST.4.1	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
EU1	Big Idea 1: Question and Explore				
		EU1.1	Personal interest and intellectual curiosity inspire investigation of topics or issues that may or may not be clearly defined. A well-crafted investigation explores the complexity of an issue or topic. Further inquiry can lead to unexpected conclusions, resolutions, innovations, or solutions.		

			LO1.1A	Contextualizing and identifying the complexities of a problem or issue.
			LO1.1B	Posing questions and seeking out answers that reflect multiple, divergent, or contradictory perspectives.
			LO1.1C	Identifying a topic of inquiry.
			LO1.1D	Articulating the purpose and significance of the scholarly inquiry
			LO1.1E	Developing and revising a focused research question/project goal.
		EU1.2	Strengthening understanding of a concept or issue requires questioning existing ideas, using what is known to discover what is not known, and making connections to prior knowledge.	
			LO1.2A	Retrieving, questioning, organizing, and using prior knowledge about a topic.
		EU1.3	The investigative process is aided by the effective organization, management, and selection of resources and information. Appropriate technologies and tools enable the scholar to become more efficient, productive, and credible.	
			LO1.3A	Accessing and managing information using effective strategies.
		EU1.4	The relevance and credibility of the source of information is determined by the context of its use.	
			LO1.4A	Evaluating the relevance and credibility of the source of information and data in relation to the inquiry.
		EU1.5	There are multiple ways to investigate questions, problems, and issues. Methods should be aligned with the purpose of the inquiry.	
			LO1.5A	Identifying the information needed for the context of the inquiry.
			LO1.5B	Designing, planning, and implementing a scholarly inquiry.
			LO1.5C	Demonstrating perseverance through setting goals, managing time, and working independently on a long-term project.
			LO1.5D	Employing ethical research practices.
EU2	Big Idea 2: Understand and Analyze			
		EU2.1	Authors express their ideas, perspectives, and/or arguments through their works. The first step in evaluating an author's perspective or argument is to comprehend it. Such comprehension requires reading, viewing, listening, and thinking critically	
			LO2.1A	Employing appropriate reading strategies and reading critically for a specific purpose.
			LO2.1B	Summarizing and explaining a text's main idea or aim while avoiding faulty generalizations and oversimplification.
		EU2.2	Authors choose evidence to shape and support their arguments. Individuals evaluate the line of reasoning and evidence to determine to what extent they believe or accept an argument.	
			LO2.2A	Explaining and analyzing the logic and line of reasoning of an argument.
			LO2.2B	Evaluating the relevance and credibility of evidence used to support an argument, taking context into consideration.
			LO2.2C	Evaluating the validity of an argument.

				LO2.2D	Evaluating and critiquing others, inquiries, studies, artistic works, and/or perspectives.
		EU2.3	Arguments have implications and consequences.		
				LO2.3A	Connecting an argument to broader issues by examining the implications of the author’s claim.
				LO2.3B	Evaluating potential resolutions, conclusions, or solutions to problems or issues raised by an argument.
EU3	Big Idea 3: Evaluate Multiple Perspectives				
		EU3.1	Different perspectives often lead to competing and alternative arguments. The complexity of an issue emerges when people bring these differing, multiple perspectives to the conversation.		
				LO3.1A	Identifying, comparing, and interpreting multiple perspectives on or arguments about an issue.
				LO3.1B	Evaluating objections, implications, and limitations of alternate, opposing, or competing perspectives or arguments.
EU4	Big Idea 4: Synthesize Ideas				
		EU4.1	Scholarly works convey perspectives and demonstrate effective reasoning that have been selected for the intended audience, purpose, and situation.		
				LO4.1A	Formulating a well reasoned argument, taking the complexities of the problem or issue into consideration.
				LO4.1B	Selecting and consistently applying an appropriate disciplinary or interdisciplinary approach to form a scholarly argument or aesthetic rationale.
		EU4.2	Scholars responsibly and purposefully engage with the evidence to develop a compelling argument or aesthetic rationale.		
				LO4.2A	Interpreting, using, and synthesizing qualitative and/ or quantitative data/information from various perspectives and sources (e.g., primary, secondary, print, nonprint) to develop and support an argument.
				LO4.2B	Providing insightful and cogent commentary that links evidence with claims.
		EU4.3	Responsible participation in the scholarly community requires acknowledging and respecting the prior findings and contributions of others.		
				LO4.3A	Attributing knowledge and ideas accurately and ethically, using an appropriate citation style.
		EU4.4	Forming one’s own perspective and reaching new understandings involve innovative thinking and synthesis of existing knowledge with personally generated evidence.		
				LO4.4A	: Extending an idea, question, process, or product to innovate or create new understandings.
		EU4.5	Arguments, choices, and solutions present intended and unintended opportunities and consequences.		

				LO4.5A	Offering resolutions, conclusions, and/or solutions based on evidence considering limitations and implications.
EU5	Big Idea 5: Team, Transform, and Transmit				
		EU5.1	How a perspective or argument is presented affects how people interpret or react to it. The same perspective or argument may be developed or presented differently depending on audience, purpose, and context.		
				LO5.1A(S)	Planning, producing, and presenting a cohesive argument, considering audience, context, and purpose.
				LO5.1A(R)	Planning and producing a cohesive academic paper, considering audience, context, and purpose.
				LO5.1B	Adhering to established conventions of grammar, usage, style, and mechanics.
				LO5.1C	Communicating information through appropriate media using effective techniques of design.
				LO5.1D	Adapting an argument for context, purpose, and/or audience.
				LO5.1E	Engaging an audience by employing effective techniques of delivery or performance.
				LO5.1F	Defending inquiry choices and final product with clarity, consistency, and conviction.
		EU5.2	Teams are most effective when they draw on the diverse perspectives, skills, and backgrounds of team members to address complex, open-ended problems.		
				LO5.2A	Providing individual contributions to overall collaborative effort to accomplish a task or a goal.
				LO5.2A	Fostering constructive team climate, resolving conflicts, and facilitating the contributions of all team members to address complex, open-ended problems.
		EU5.3	Reflection increases learning, self-awareness, and personal growth through identification and evaluation of personal conclusions and their implications.		
				LO5.3A	Reflecting on and revising their own writing, thinking, and creative processes.
				LO5.3B	Reflecting on experiences of collaborative effort.
				LO5.3C	Reflecting on the larger significance of engaging in the overall inquiry process and producing a completed scholarly work.
		EU5.4	Scholars perform, present, and/or produce their work within a larger community. Throughout the inquiry process, scholars interact with and benefit from the scholarly community through thoughtful engagement with the opinions and critiques of others.		
				LO 5.4A	Engaging in peer review to provide constructive responses to one another's work, appropriate to the stage of a project's development.
				LO 5.4B	Engaging in peer review to receive and consider responses to their work.



# *Mathematics Standards*

Diocese of Venice  
Curricular Standards:  
**Mathematics**

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*High School Grades 9-12*



# *Basic Principles underlying All Standards to be used for the Planning of Curriculum for the Diocese of Venice*

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Basic principles which inform all Catholic education in the Schools of the Diocese of Venice are:

- All knowledge, in some way, reflects God's Truth, Beauty and Goodness.
- Curriculum and instruction enable deeper incorporation of the children into the Church, the formation of community within the school; and respect for the uniqueness and dignity of each person as created in the image of God.
- Education fosters growth in Christian virtue and contributes to development and formation of the whole person in light of his/her ultimate end and the good of the society of which he/she is a member.
- Each subject is to be examined in the context of the Catholic faith and is to be illuminated by Gospel values.
- Learning and formation occur in the Catholic school without separation as does the development of each student on both the natural and supernatural levels.
- Curriculum and instruction seeks to promote a synthesis of faith, life and culture and to form students as disciples of Jesus.



# *Diocese Of Venice Catholic School Standards For Mathematics*



Mathematics is the study of quantity, structure, space, and change. Attention should be paid to the needs of today's society in teaching mathematics by fostering real world application, enabling students to undertake responsibilities in society both locally and globally while witnessing to the faith.

Individual subjects must be taught according to their own particular methods. It would be wrong to consider subjects as mere adjuncts to faith or as a useful means of teaching apologetics. They enable the pupil to assimilate skills, knowledge, intellectual methods and moral and social attitudes, all of which help to develop his personality and lead him to take his place as an active member of the community of man. Their aim is not merely the attainment of knowledge but the acquisition of values and the discovery of truth. *The Catholic School*, 39

### **In a Catholic school, curricular formation...**

1. Involves the integral formation of the whole person, body, mind, and spirit, in light of his or her ultimate end and the good of society.<sup>i</sup>
2. Promotes human virtues and the dignity of the human person, as created in the image and likeness of God and modeled on the person of Jesus Christ.<sup>ii</sup>
3. Seeks to know and understand objective reality which includes transcendent Truth, is knowable by reason and faith, and finds its origin, unity, and end in God.
4. Develops a Catholic worldview and enables a deeper incorporation of the student into the heart of the Catholic Church.<sup>iii</sup>
5. Encourages a synthesis of faith, life, and culture.<sup>iv</sup>

**Mathematics 9<sup>th</sup>-12<sup>th</sup> Grade Catholic Integrated Faith Standards**

MA.912.IF	Catholic Curricular Standards and Dispositions in Mathematics		
	MA.912.IF	High School Math Integration of Faith	
			MA.912.IF.1 Demonstrate the mental habits of precise, determined, careful, and accurate questioning, inquiry, and reasoning in the pursuit of transcendent truths.
			MA.912.IF.2 Develop lines of inquiry to understand why things are true and why they are false.
			MA.912.IF.3 Have faith in the glory and dignity of human reason as both a gift from God and a reflection of Him in whose image and likeness we are made.
			MA.912.IF.4 Explain how mathematics in its reflection of the good, true, and beautiful reveals qualities of being and the presence of God.
			MA.912.IF.5 Display a sense of wonder about mathematical relationships, especially mathematical certitude which is independent of human opinion.
			MA.912.IF.6 Share with others the beauty, harmony, proportion, radiance, and wholeness present in mathematics.
			MA.912.IF.7 Advocate for the pursuit of understanding for its own sake and the intrinsic value or discovery of the true and the beautiful often at the requirement of great sacrifice, discipline, and effort.
			MA.912.IF.8 Exhibit appreciation for the ongoing nature of mathematical inquiry.
			MA.912.IF.9 Exhibit habits of thinking quantitatively and in an orderly manner, especially through immersion in mathematical observations found within creation.

			MA.912.IF.10	Propose how mathematical objects or proofs (such as the golden mean, the Fibonacci numbers, the musical scale, and geometric proofs) suggest divine origin.
			MA.912.IF.11	Exhibit appreciation for the process of discovering meanings and truths existing within the solution of the problem and not just arriving at an answer.
			MA.912.IF.12	Exhibit humility at knowing that as a human being man can only grasp a portion of the truths of the universe.
			MA.912.IF.13	Advance an understanding of the ability of the human intellect to know and the desire of the will to want to know more.
			MA.912.IF.14	Explain the nature of rational discourse and argument and the desirability of precision and deductive certainty which mathematics makes possible and is not possible to the same degree in other disciplines.
			MA.912.IF.15	Demonstrate how sound logical arguments and other processes of mathematics are foundational to its discipline.
			MA.912.IF.16	Recognize how mathematical arguments and processes can be extrapolated to other areas of study, including theology and philosophy.
			MA.912.IF.17	Explain how it is possible to mentally abstract and construct mathematical objects from direct observations of reality and how one's perception of that reality is important to what one is doing (see Appendix F).
			MA.912.IF.18	Recognize personal bias in inquiry and articulate why inquiry should be undertaken in a fair and independent manner.
			MA.912.IF.19	Evaluate the ongoing nature of mathematical inquiry, its inexhaustibility, and its openness to the infinite.
			MA.912.IF.20	Explain man's limitations of understanding and uncovering all mathematical knowledge.

			MA.912.IF.21	Explain how fundamental questions of values, common sense, and religious and human truths and experiences are beyond the scope of mathematical inquiry and its syllogisms.
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**Algebra High School**

MA.912.A-APR	Grades 9-12 Algebra: Arithmetic with Polynomials Rational Expressions				
		MA.912.A-APR.1	Perform arithmetic operations on polynomials		
				MA.912.A-APR.1.1	Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.
		MA.912.A-APR.2	Understand the relationship between zeros and factors of polynomials		
				MA.912.A-APR.2.1	Know and apply the Remainder Theorem: For a polynomial $p(x)$ and a number $a$ , the remainder on division by $x - a$ is $p(a)$ , so $p(a) = 0$ if and only if $(x - a)$ is a factor of $p(x)$ .
				MA.912.A-APR.2.2	Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.
		MA.912.A-APR.3	Use polynomial identities to solve problems		
				MA.912.A-APR.3.1	Prove polynomial identities and use them to describe numerical relationships. For example, the polynomial identity $(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2$ can be used to generate Pythagorean triples.
				MA.912.A-APR.3.2	Know and apply the Binomial Theorem for the expansion of $(x + y)^n$ in powers of $x$ and $y$ for a positive integer $n$ , where $x$ and $y$ are any numbers, with

					coefficients determined for example by Pascal's Triangle.
		MA.912.A-APR.4	Rewrite rational expressions		
				MA.912.A-APR.4.1	Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$ , where $a(x)$ , $b(x)$ , $q(x)$ , and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$ , using inspection, long division, or, for the more complicated examples, a computer algebra system.
				MA.912.A-APR.4.2	Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.
MA.912.A-CED	Grades 9-12 Algebra: Creating Equations				
		MA.912.A-CED.1	Create equations that describe numbers or relationships		
				MA.912.A-CED.1.1	Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational, absolute, and exponential functions.
				MA.912.A-CED.1.2	Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
				MA.912.A-CED.1.3	Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. For example,

					represent inequalities describing nutritional and cost constraints on combinations of different foods.
				MA.912.A-CED.1.4	Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law $V = IR$ to highlight resistance $R$ .
MA.912.A-REI	Grades 9-12 Algebra: Reasoning with Equations and Inequalities				
		MA.912.A-REI.1	Understand solving equations as a process of reasoning and explain the reasoning		
				MA.912.A-REI.1.1	Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.
				MA.912.A-REI.1.2	Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.
		MA.912.A-REI.2	Solve equations and inequalities in one variable		
				MA.912.A-REI.2.1	Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
				MA.912.A-REI.2.2	Solve quadratic equations in one variable; a. Use the method of completing the square to transform any quadratic equation in $x$ into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form; Solve quadratic equations by inspection (e.g., for $x^2 = 49$ ), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when

					the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers $a$ and $b$ .
		MA.912.A-REI.3	Solve systems of equations		
				MA.912.A-REI.3.1	Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.
				MA.912.A-REI.3.2	Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.
				MA.912.A-REI.3.3	Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. For example, find the points of intersection between the line $y = 3x$ and the circle $x^2 + y^2 = 3$ .
				MA.912.A-REI.3.4	Represent a system of linear equations as a single matrix equation in a vector variable.
				MA.912.A-REI.3.5	Find the inverse of a matrix if it exists and use it to solve systems of linear equations (using technology for matrices of dimension $3 \times 3$ or greater).
		MA.912.A-REI.4	Represent and solve equations and inequalities graphically		
				MA.912.A-REI.4.1	Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).
				MA.912.A-REI.4.2	Explain why the $x$ -coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$ ; find the solutions approximately, e.g., using technology to graph the functions, make tables of

					values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.
				MA.912.A-REI.4.3	Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.
MA.912.A-SSE	Grades 9-12 Algebra: Seeing Structure in Expressions				
		MA.912.A-SSE.1	Interpret the structure of expressions		
				MA.912.A-SSE.1.1	Interpret expressions that represent a quantity in terms of its context; a. Interpret parts of an expression, such as terms, factors, and coefficients; Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret as the product of $P$ and a factor not depending on $P$ .
				MA.912.A-SSE.1.2	Use the structure of an expression to identify ways to rewrite it. For example, see $x^2 - y^2$ as $(x - y)(x + y)$ , thus recognizing it as a difference of squares that can be factored as $(x - y)(x + y)$ .
		MA.912.A-SSE.2	Write expressions in equivalent forms to solve problems		
				MA.912.A-SSE.2.1	Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression; a. Factor a quadratic expression to reveal the zeros of the function it defines; Complete the square in a

					quadratic expression to reveal the maximum or minimum value of the function it defines; c. Use the properties of exponents to transform expressions for exponential functions. For example the expression can be rewritten as $a^x = b^y$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.
				MA.912.A-SSE.2.2	Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. For example, calculate mortgage payments.
<b>Calculus High School</b>					
MA.912.C	Grades 9-12 Calculus				
		MA.912.C.1	Limits and Continuity		
				MA.912.C.1.1	Understand the concept of limit and estimate limits from graphs and tables of values.
				MA.912.C.1.2	Find limits by substitution.
				MA.912.C.1.3	Find limits of sums, differences, products, and quotients.
				MA.912.C.1.4	Find limits of rational functions that are undefined at a point.
				MA.912.C.1.5	Find one-sided limits.
				MA.912.C.1.6	Find limits at infinity.
				MA.912.C.1.7	Decide when a limit is infinite and use limits involving infinity to describe asymptotic behavior.
				MA.912.C.1.8	Find special limits such as
				MA.912.C.1.9	Understand continuity in terms of limits.
				MA.912.C.1.10	Decide if a function is continuous at a point.
				MA.912.C.1.11	Find the types of discontinuities of a function.

				MA.912.C.1.12	Understand and use the Intermediate Value Theorem on a function over a closed interval.
				MA.912.C.1.13	Understand and apply the Extreme Value Theorem: If $f(x)$ is continuous over a closed interval, then $f$ has a maximum and a minimum on the interval.
		MA.912.C.2	Differential Calculus		
				MA.912.C.2.1	Understand the concept of derivative geometrically, numerically, and analytically, and interpret the derivative as an instantaneous rate of change or as the slope of the tangent line.
				MA.912.C.2.2	State, understand, and apply the definition of derivative.
				MA.912.C.2.3	Find the derivatives of functions, including algebraic, trigonometric, logarithmic, and exponential functions.
				MA.912.C.2.4	Find the derivatives of sums, products, and quotients.
				MA.912.C.2.5	Find the derivatives of composite functions using the Chain Rule.
				MA.912.C.2.6	Find the derivatives of implicitly-defined functions.
				MA.912.C.2.7	Find derivatives of inverse functions.
				MA.912.C.2.8	Find second derivatives and derivatives of higher order.
				MA.912.C.2.9	Find derivatives using logarithmic differentiation.
				MA.912.C.2.10	Understand and use the relationship between differentiability and continuity.
				MA.912.C.2.11	Understand and apply the Mean Value Theorem.
		MA.912.C.3	Applications of Derivatives		

				MA.912.C.3.1	Find the slope of a curve at a point, including points at which there are vertical tangent lines and no tangent lines.
				MA.912.C.3.2	Find an equation for the tangent line to a curve at a point and a local linear approximation.
				MA.912.C.3.3	Decide where functions are decreasing and increasing. Understand the relationship between the increasing and decreasing behavior of $f$ and the sign of $f'$ .
				MA.912.C.3.4	Find local and absolute maximum and minimum points.
				MA.912.C.3.5	Find points of inflection of functions. Understand the relationship between the concavity of $f$ and the sign of $f''$ . Understand points of inflection as places where concavity changes.
				MA.912.C.3.6	Use first and second derivatives to help sketch graphs. Compare the corresponding characteristics of the graphs of $f$ , $f'$ , and $f''$ .
				MA.912.C.3.7	Use implicit differentiation to find the derivative of an inverse function.
				MA.912.C.3.8	Solve optimization problems.
				MA.912.C.3.9	Find average and instantaneous rates of change. Understand the instantaneous rate of change as the limit of the average rate of change. Interpret a derivative as a rate of change in applications, including velocity, speed, and acceleration.
				MA.912.C.3.10	Find the velocity and acceleration of a particle moving in a straight line.
				MA.912.C.3.11	Model rates of change, including related rates problems.
				MA.912.C.3.12	Solve problems using the Newton-Raphson method.
		MA.912.C.4	Integral Calculus		

				MA.912.C.4.1	Use rectangle approximations to find approximate values of integrals.
				MA.912.C.4.2	Calculate the values of Riemann Sums over equal subdivisions using left, right, and midpoint evaluation points.
				MA.912.C.4.3	Interpret a definite integral as a limit of Riemann sums.
				MA.912.C.4.4	Interpret a definite integral of the rate of change of a quantity over an interval as the change of the quantity over the interval. That is, $\int_a^b f(x)dx = f(b) - f(a)$ (Fundamental Theorem of Calculus).
				MA.912.C.4.5	Use the Fundamental Theorem of Calculus to evaluate definite and indefinite integrals and to represent particular antiderivatives. Perform analytical and graphical analysis of functions so defined.
				MA.912.C.4.6	Use these properties of definite integrals: $[f(x) + g(x)]dx = f(x)dx + g(x)dx$ , $\int k f(x)dx = k \int f(x)dx$ , $\int f(x)dx = 0$ , $\int -f(x)dx = -\int f(x)dx$ , $\int f(x)dx + \int f(x)dx = 2 \int f(x)dx$ . If $f(x) \geq g(x)$ on $[a, b]$ , then $\int_a^b f(x)dx \geq \int_a^b g(x)dx$ .
				MA.912.C.4.7	Use integration by substitution (or change of variable) to find values of integrals.
				MA.912.C.4.8	Use Riemann Sums, the Trapezoidal Rule, and technology to approximate definite integrals of functions represented algebraically, geometrically, and by tables of values.
		MA.912.C.5	Applications of Integration		
				MA.912.C.5.1	Find specific antiderivatives using initial conditions, including finding velocity functions from acceleration functions, finding position

					functions from velocity functions, and solving applications related to motion along a line.
				MA.912.C.5.2	Solve separable differential equations, and use them in modeling.
				MA.912.C.5.3	Solve differential equations of the form $dy/dt=ky$ as applied to growth and decay problems.
				MA.912.C.5.4	Use slope fields to display a graphic representation of the solution to a differential equation, and locate particular solutions to the equation.
				MA.912.C.5.5	Use definite integrals to find the area between a curve and the x-axis or between two curves.
				MA.912.C.5.6	Use definite integrals to find the average value of a function over a closed interval.
				MA.912.C.5.7	Use definite integrals to find the volume of a solid with known cross-sectional area, including solids of revolution.
				MA.912.C.5.8	Apply integration to model, and solve problems in physical, biological, and social sciences.
MA.912.F-BF	Grades 9-12 Functions: Building Functions				
		MA.912.F-BF.1	Build a function that models a relationship between two quantities.		
				MA.912.F-BF.1.1	Write a function that describes a relationship between two quantities; a. Determine an explicit expression, a recursive process, or steps for calculation from a context; Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model; c. Compose functions. For example, if $T(y)$ is the temperature in the

					atmosphere as a function of height, and $h(t)$ is the height of a weather balloon as a function of time, then $T(h(t))$ is the temperature at the location of the weather balloon as a function of time.
				MA.912.F-BF.1.2	Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.
		MA.912.F-BF.2	Build new functions from existing functions		
				MA.912.F-BF.2.1	Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$ , $k f(x)$ , $f(kx)$ , and $f(x + k)$ for specific values of $k$ (both positive and negative); find the value of $k$ given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.
				MA.912.F-BF.2.2	Find inverse functions; a. Solve an equation of the form $f(x) = c$ for a simple function $f$ that has an inverse and write an expression for the inverse. For example, $f(x) = 2x - 3$ or $f(x) = (x + 1)/(x - 1)$ for $x \neq 1$ ; Verify by composition that one function is the inverse of another; c. Read values of an inverse function from a graph or a table, given that the function has an inverse; d. Produce an invertible function from a non-invertible function by restricting the domain.
				MA.912.F-BF.2.3	Understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponents.
				MA.912.F-BF.2.4	Use the change of base formula.

MA.912.F-IF	Grades 9-12 Functions: interpreting Functions				
		MA.912.F-IF.1	Understand the concept of a function and use function notation.		
				MA.912.F-IF.1.1	Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If $f$ is a function and $x$ is an element of its domain, then $f(x)$ denotes the output of $f$ corresponding to the input $x$ . The graph of $f$ is the graph of the equation $y = f(x)$ .
				MA.912.F-IF.1.2	Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.
				MA.912.F-IF.1.3	Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by $f(0) = f(1) = 1$ , $f(n+1) = f(n) + f(n-1)$ for $n \geq 1$ .
		MA.912.F-IF.2	Interpret functions that arise in applications in terms of the context		
				MA.912.F-IF.2.1	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.

				MA.912.F-IF.2.2	Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function $h(n)$ gives the number of person-hours it takes to assemble engines in a factory, then the positive integers would be an appropriate domain for the function.
				MA.912.F-IF.2.3	Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.
		MA.912.F-IF.3	Analyze functions using different representations		
				MA.912.F-IF.3.1	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases; a. Graph linear and quadratic functions and show intercepts, maxima, and minima; Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions; c. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior; d. Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior; e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude, and using phase shift.
				MA.912.F-IF.3.2	Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function; a. Use the process of factoring and completing the square in a

					quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context; Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions such as $y =$ , $y =$ , $y =$ , $y =$ , and classify them as representing exponential growth or decay.
				MA.912.F-IF.3.3	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.
MA.912.F-LE	Grades 9-12 Functions: Linear, Quadratic, & Exponential Models				
		MA.912.F-LE.1	Construct and compare linear, quadratic, and exponential models and solve problems		
				MA.912.F-LE.1.1	Distinguish between situations that can be modeled with linear functions and with exponential functions; a. Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals; Recognize situations in which one quantity changes at a constant rate per unit interval relative to another; c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.
				MAFS.912.F-LE.1.2	Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).

				MAFS.912.F-LE.1.3	Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.
				MAFS.912.F-LE.1.4	For exponential models, express as a logarithm the solution to $ab^t = d$ where $a$ , $c$ , and $d$ are numbers and the base $b$ is 2, 10, or $e$ ; evaluate the logarithm using technology.
		MAFS.912.F-LE.2	Interpret expressions for functions in terms of the situation they model		
				MAFS.912.F-LE.2.1	Interpret the parameters in a linear or exponential function in terms of a context.
MA.912.F-TF	Grades 9-12 Functions: Trigonometric Functions				
		MA.912.TF.1	Extend the domain of trigonometric functions using the unit circle		
				MA.912.TF.1.1	Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle; Convert between degrees and radians.
				MA.912.TF.1.2	Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.
				MA.912.TF.1.3	Use special triangles to determine geometrically the values of sine, cosine, tangent for $\pi/3$ , $\pi/4$ and $\pi/6$ , and use the unit circle to express the values of sine, cosine, and tangent for $\pi/3$ , $\pi/4$ , $\pi/6$ , $\pi/3 + x$ , and $2\pi/3$ , $\pi/4 + x$ , $\pi/6 + x$ in terms of their values for $x$ , where $x$ is any real number.

				MA.912.TF.1.4	Use the unit circle to explain symmetry (odd and even) and periodicity of trigonometric functions.
		MA.912.TF.2	Model periodic phenomena with trigonometric functions		
				MA.912.TF.2.1	Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.
				MA.912.TF.2.2	Understand that restricting a trigonometric function to a domain on which it is always increasing or always decreasing allows its inverse to be constructed.
				MA.912.TF.2.3	Use inverse functions to solve trigonometric equations that arise in modeling contexts; evaluate the solutions using technology, and interpret them in terms of the context.
		MA.912.TF.3	Prove and apply trigonometric identities		
				MA.912.TF.3.1	Prove the Pythagorean identity $\sin^2(\theta) + \cos^2(\theta) = 1$ and use it to calculate trigonometric ratios.
				MA.912.TF.3.2	Prove the addition and subtraction, half-angle, and double-angle formulas for sine, cosine, and tangent and use these formulas to solve problems.
<b>Geometry High School</b>					
MA.912.G-C	Grades 9-12 Geometry: Circles				
		MA.912.G-C.1	Understand and apply theorems about circles		
				MA.912.G-C.1.1	Prove that all circles are similar.
				MA.912.G-C.1.2	Identify and describe relationships among inscribed angles, radii, and chords. Include the

					relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.
				MA.912.G-C.1.3	Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.
				MA.912.G-C.1.4	Construct a tangent line from a point outside a given circle to the circle.
		MA.912.G-C.2	Find arc lengths and areas of sectors of circles		
				MA.912.G-C.2.1	Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.
MA.912.G-CO	Grades 9-12 Geometry: Congruence				
		MA.912.G-CO.1	Experiment with transformations in the plane		
				MA.912.G-CO.1.1	Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.
				MA.912.G-CO.1.2	Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).

				MA.912.G-CO.1.3	Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.
				MA.912.G-CO.1.4	Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.
				MA.912.G-CO.1.5	Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.
		MA.912.G-CO.2	Understand congruence in terms of rigid motions.		
				MA.912.G-CO.2.1	Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.
				MA.912.G-CO.2.2	Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.
				MA.912.G-CO.2.3	Explain how the criteria for triangle congruence (ASA, SAS, SSS, and Hypotenuse-Leg) follow from the definition of congruence in terms of rigid motions.
		MA.912.G-CO.3	Prove geometric theorems		
				MA.912.G-CO.3.1	Prove theorems about lines and angles; use theorems about lines and angles to solve problems. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate

					interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.
				MA.912.G-CO.3.2	Prove theorems about triangles; use theorems about triangles to solve problems. Theorems include: measures of interior angles of a triangle sum to $180^\circ$ ; triangle inequality theorem; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.
				MA.912.G-CO.3.3	Prove theorems about parallelograms; use theorems about parallelograms to solve problems. Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.
		MA.912.G-CO.4	Make geometric constructions		
				MA.912.G-CO.4.1	Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.
				MA.912.G-CO.4.2	Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.

MA.912.G-GPE	Grades 9-12 Geometry: Expressing Geometric properties with Equations				
		MA.912.G-GPE.1	Translate between the geometric description and the equation for a conic section		
				MA.912.G-GPE.1.1	Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.
				MA.912.G-GPE.1.2	Derive the equation of a parabola given a focus and directrix.
				MA.912.G-GPE.1.3	Derive the equations of ellipses and hyperbolas given the foci and directrices.
		MA.912.G-GPE.2	Use coordinates to prove simple geometric theorems algebraically		
				MA.912.G-GPE.2.1	Use coordinates to prove simple geometric theorems algebraically. For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point $(1, \sqrt{3})$ lies on the circle centered at the origin and containing the point $(0, 2)$ .
				MA.912.G-GPE.2.2	Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).
				MA.912.G-GPE.2.3	Find the point on a directed line segment between two given points that partitions the segment in a given ratio.

				MA.912.G-GPE.2.4	Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.
MA.912.G-GMD	Grades 9-12 Geometry: Geometric Measurement & Dimension				
		MA.912.G-GMD.1	Explain volume formulas and use them to solve problems		
				MA.912.G-GMD.1.1	Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and informal limit arguments.
				MA.912.G-GMD.1.2	Give an informal argument using Cavalieri's principle for the formulas for the volume of a sphere and other solid figures.
				MA.912.G-GMD.1.3	Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.
		MAFS.912.G-GMD.2	Visualize relationships between two-dimensional and three-dimensional objects		
				MAFS.912.G-GMD.2.1	Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.
MA.912.G-MG	Grades 9-12 Geometry: Modeling with Geometry				
		MA.912.G-MG.1	Apply geometric concepts in modeling situations		
				MA.912.G-MG.1.1	Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).

				MA.912.G-MG.1.2	Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).
				MA.912.G-MG.1.3	Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).
MA.912.G-SRT	Grades 9-12 Geometry: Similarity, right Triangles, & Trigonometry				
		MA.912.G-SRT.1	Understand similarity in terms of similarity transformations		
				MA.912.G-SRT.1.1	Verify experimentally the properties of dilations given by a center and a scale factor: • A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged; • The dilation of a line segment is longer or shorter in the ratio given by the scale factor.
				MA.912.G-SRT.1.2	Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.
				MA.912.G-SRT.1.3	Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.
		MA.912.G-SRT.2	Prove theorems involving similarity		
				MA.912.G-SRT.2.1	Prove theorems about triangles. Theorems include: a line parallel to one side of a triangle divides the

					other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity.
				MA.912.G-SRT.2.2	Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.
		MA.912.G-SRT.3	Define trigonometric ratios and solve problems involving right triangles		
				MA.912.G-SRT.3.1	Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.
				MA.912.G-SRT.3.2	Explain and use the relationship between the sine and cosine of complementary angles.
				MA.912.G-SRT.3.3	Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.
		MAFS.912.G-SRT.4	Apply trigonometry to general triangles		
				MAFS.912.G-SRT.4.1	Derive the formula $A = \frac{1}{2} ab \sin(C)$ for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side.
				MAFS.912.G-SRT.4.2	Prove the Laws of Sines and Cosines and use them to solve problems.
				MAFS.912.G-SRT.4.3	Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems, resultant forces).
MA.912.N-Q	Grades 9-12 Number & Number Quantities				
		MA.912.N-Q.1	Reason quantitatively and use units to solve problems.		

				MA.912.N-Q.1.1	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
				MA.912.N-Q.1.2	Define appropriate quantities for the purpose of descriptive modeling.
				MA.912.N-Q.1.3	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
MA.912.N-CN	Grades 9-12 Number Quantity: The Complex Number System				
		MA.912.N-CN.1	Perform arithmetic operations with complex numbers.		
				MA.912.N-CN.1.1	Know there is a complex number $i$ such that $i^2 = -1$ , and every complex number has the form $a + bi$ with $a$ and $b$ real.
				MA.912.N-CN.1.2	Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.
				MA.912.N-CN.1.3	Find the conjugate of a complex number; use conjugates to find moduli and quotients of complex numbers.
		MA.912.N-CN.2	Represent complex numbers and their operations on the complex plane.		
				MA.912.N-CN.2.1	Represent complex numbers on the complex plane in rectangular and polar form (including real and imaginary numbers), and explain why the rectangular and polar forms of a given complex number represent the same number.
				MA.912.N-CN.2.2	Represent addition, subtraction, multiplication, and conjugation of complex numbers geometrically on

					the complex plane; use properties of this representation for computation. For example, $(-1 + \sqrt{3}i)^3 = 8$ because $(-1 + \sqrt{3}i)$ has modulus 2 and argument $120^\circ$ .
				MA.912.N-CN.2.3	Calculate the distance between numbers in the complex plane as the modulus of the difference, and the midpoint of a segment as the average of the numbers at its endpoints.
		MA.912.N-CN.3	Use complex numbers in polynomial identities and equations.		
				MA.912.N-CN.3.1	Solve quadratic equations with real coefficients that have complex solutions.
				MA.912.N-CN.3.2	Extend polynomial identities to the complex numbers. For example, rewrite $x + 4$ as $(x + 2i)(x - 2i)$ .
				MA.912.N-CN.3.3	Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.
MA.912.N-RN	Grades 9-12 Number Quantity: The Real Number System				
		MA.912.N-RN.1	Extend the properties of exponents to rational exponents.		
				MA.912.N-RN.1.1	Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For example, we define to be the cube root of 5 because we want $=$ to hold, so must equal 5.
				MA.912.N-RN.1.2	Rewrite expressions involving radicals and rational exponents using the properties of exponents.

		MA.912.N-RN.2	Use properties of rational and irrational numbers.		
				MA.912.N-RN.2.1	Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.
MA.912.N-VM	Grades 9-12 Number & Quantity: Vector & Matrix Quantities				
		MA.912.N-VM.1	Represent and model with vector quantities.		
				MA.912.N-VM.1.1	Recognize vector quantities as having both magnitude and direction. Represent vector quantities by directed line segments, and use appropriate symbols for vectors and their magnitudes (e.g., $v$ , $ v $ , $\ v\ $ , $v$ ).
				MA.912.N-VM.1.2	Find the components of a vector by subtracting the coordinates of an initial point from the coordinates of a terminal point.
				MA.912.N-VM.1.3	Solve problems involving velocity and other quantities that can be represented by vectors.
		MA.912.N-VM.2	Perform operations on vectors.		
				MA.912.N-VM.2.1	<p>Add and subtract vectors.</p> <ul style="list-style-type: none"> <li>•a. Add vectors end-to-end, component-wise, and by the parallelogram rule. Understand that the magnitude of a sum of two vectors is typically not the sum of the magnitudes.</li> <li>•b. Given two vectors in magnitude and direction form, determine the magnitude and direction of their sum.</li> <li>•c. Understand vector subtraction <math>v - w</math> as <math>v + (-w)</math>, where <math>-w</math> is the additive inverse of <math>w</math>, with the</li> </ul>

					same magnitude as $w$ and pointing in the opposite direction. Represent vector subtraction graphically by connecting the tips in the appropriate order, and perform vector subtraction component-wise..
				MA.912.N-VM.2.2	Multiply a vector by a scalar; a. Represent scalar multiplication graphically by scaling vectors and possibly reversing their direction; perform scalar multiplication component-wise, e.g., as $c =$ ; Compute the magnitude of a scalar multiple $cv$ using $\ cv\  =  c v$ . Compute the direction of $cv$ knowing that when $ c v \neq 0$ , the direction of $cv$ is either along $v$ (for $c > 0$ ) or against $v$ (for $c < 0$ ).
		MA.912.N-VM.3	Perform operations on matrices and use matrices in applications.		
				MA.912.N-VM.3.1	Use matrices to represent and manipulate data, e.g., to represent payoffs or incidence relationships in a network.
				MA.912.N-VM.3.2	Multiply matrices by scalars to produce new matrices, e.g., as when all of the payoffs in a game are doubled.
				MA.912.N-VM.3.3	Add, subtract, and multiply matrices of appropriate dimensions.
				MA.912.N-VM.3.4	Understand that, unlike multiplication of numbers, matrix multiplication for square matrices is not a commutative operation, but still satisfies the associative and distributive properties.
				MA.912.N-VM.3.5	Understand that the zero and identity matrices play a role in matrix addition and multiplication similar to the role of 0 and 1 in the real numbers. The determinant of a square matrix is nonzero if and only if the matrix has a multiplicative inverse.

				MA.912.N-VM.3.6	Multiply a vector (regarded as a matrix with one column) by a matrix of suitable dimensions to produce another vector. Work with matrices as transformations of vectors.
				MA.912.N-VM.3.7	Work with 2 x2 matrices as transformations of the plane, and interpret the absolute value of the determinant in terms of area.
MA.912.S-CP	Grades 9-12 Statistics & Probability: Conditional Probability & the Rules of Probability				
		MA.912.S-CP.1	Understand independence and conditional probability and use them to interpret data		
				MA.912.S-CP.1.1	Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events (“or,” “and,” “not”).
				MA.912.S-CP.1.2	Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent.
				MA.912.S-CP.1.3	Understand the conditional probability of A given B as $P(A \text{ and } B)/P(B)$ , and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B.
				MA.912.S-CP.1.4	Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional

					probabilities. For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.
				MA.912.S-CP.1.5	Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.
		MA.912.S-CP.2	Use the rules of probability to compute probabilities of compound events in a uniform probability model		
				MA.912.S-CP.2.1	Find the conditional probability of A given B as the fraction of B's outcomes that also belong to A, and interpret the answer in terms of the model.
				MA.912.S-CP.2.2	Apply the Addition Rule, $P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$ , and interpret the answer in terms of the model.
				MA.912.S-CP.2.3	Apply the general Multiplication Rule in a uniform probability model, $P(A \text{ and } B) = P(A)P(B A) = P(B)P(A B)$ , and interpret the answer in terms of the model.
				MA.912.S-CP.2.4	Use permutations and combinations to compute probabilities of compound events and solve problems.
MA.912.S-ID	Grades 9-12 Statistics & Probability: Interpreting Categorical & Quantitative Data				

		MA.912.S-ID.1	Summarize represent, and interpret data on a single count or measurement variable		
				MA.912.S-ID.1.1	Represent data with plots on the real number line (dot plots, histograms, and box plots).
				MA.912.S-ID.1.2	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.
				MA.912.S-ID.1.3	Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).
				MA.912.S-ID.1.4	Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.
		MA.912.S-ID.2	Summarize, represent, and interpret data on two categorical and quantitative variables		
				MA.912.S-ID.2.1	Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.
				MA.912.S-ID.2.2	Represent data on two quantitative variables on a scatter plot, and describe how the variables are related; a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function

					suggested by the context. Emphasize linear, and exponential models; Informally assess the fit of a function by plotting and analyzing residuals; c. Fit a linear function for a scatter plot that suggests a linear association.
		MA.912.S-ID.3	Interpret linear models		
				MA.912.S-ID.3.1	Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.
				MA.912.S-ID.3.2	Compute (using technology) and interpret the correlation coefficient of a linear fit.
				MA.912.S-ID.3.3	Distinguish between correlation and causation.
MA.912.S-IC	Grades 9-12 Statistics & Probability: Making Inferences & Justifying Conclusions				
		MA.912.S-IC.1	Understand and evaluate random processes underlying statistical experiments		
				MA.912.S-IC.1.1	Understand statistics as a process for making inferences about population parameters based on a random sample from that population.
				MAFS.912.S-IC.1.2	Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?
		MA.912.S-IC.2	Make inferences and justify conclusions from sample surveys, experiments, and observational studies		
				MA.912.S-IC.2.1	Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.

				MA.912.S-IC.2.2	Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.
				MA.912.S-IC.2.3	Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.
				MA.912.S-IC.2.4	Evaluate reports based on data.
MA.912.S-MD	Grades 9-12 Statistics & Probability: Using Probability to Make Decisions				
		MA.912.S-MD.1	Calculate expected values and use them to solve problems		
				MA.912.S-MD.1.1	Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions.
				MA.912.S-MD.1.2	Calculate the expected value of a random variable; interpret it as the mean of the probability distribution.
				MA.912.S-MD.1.3	Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value. For example, find the theoretical probability distribution for the number of correct answers obtained by guessing on all five questions of a multiple-choice test where each question has four choices, and find the expected grade under various grading schemes.
				MA.912.S-MD.1.4	Develop a probability distribution for a random variable defined for a sample space in which probabilities are assigned empirically; find the expected value. For example, find a current data

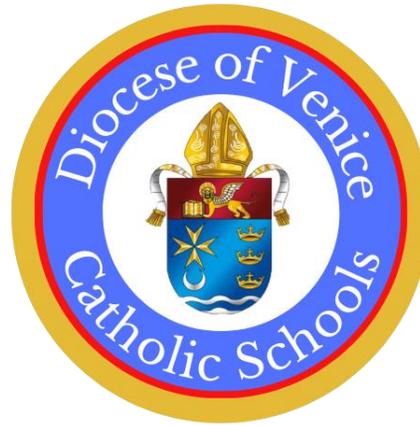
					distribution on the number of TV sets per household in the United States, and calculate the expected number of sets per household. How many TV sets would you expect to find in 100 randomly selected households?
		MA.912.S-MD.2	Use probability to evaluate outcomes of decisions		
				MA.912.S-MD.2.1	Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values; a. Find the expected payoff for a game of chance. For example, find the expected winnings from a state lottery ticket or a game at a fast-food restaurant; Evaluate and compare strategies on the basis of expected values. For example, compare a high-deductible versus a low-deductible automobile insurance policy using various, but reasonable, chances of having a minor or a major accident.
				MA.912.S-MD.2.2	Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator).
				MA.912.S-MD.2.3	Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).

<sup>i</sup> *The Catholic School, 1977, #36, 47, 49. Gravissimum Educationis, 1965, #1, par. 1; USCCB. Seven themes of Catholic social teaching.*

<sup>ii</sup> *The Religious Dimension of Education in a Catholic School, 1988, #52, 56; The Catholic School, 1977, #55.*

<sup>iii</sup> *The Religious Dimension of Education in a Catholic School, 1988, #71, 74-77; The Catholic School, 1977, #50*

<sup>iv</sup> *The Religious Dimension of Education in a Catholic School, 1988, #52; The Catholic School, #37.*



# *Science Standards*

Diocese of Venice  
Curricular Standards:  
**Science**

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*High School*



# *Basic Principles underlying All Standards to be used for the Planning of Curriculum for the Diocese of Venice*

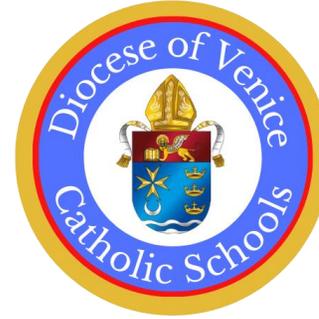
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Basic principles which inform all Catholic education in the Schools of the Diocese of Venice are:

- All knowledge, in some way, reflects God's Truth, Beauty and Goodness.
- Curriculum and instruction enable deeper incorporation of the children into the Church, the formation of community within the school; and respect for the uniqueness and dignity of each person as created in the image of God.
- Education fosters growth in Christian virtue and contributes to development and formation of the whole person in light of his/her ultimate end and the good of the society of which he/she is a member.
- Each subject is to be examined in the context of the Catholic faith and is to be illuminated by Gospel values.
- Learning and formation occur in the Catholic school without separation as does the development of each student on both the natural and supernatural levels.
- Curriculum and instruction seeks to promote a synthesis of faith, life and culture and to form students as disciples of Jesus.



# *Diocese Of Venice Catholic School Standards For Science*



By the very nature of creation, material being is endowed with its own stability, truth and excellence, its own order and laws. We must respect these truths as we recognize the methods proper to every science and technique.

*Gaudium et Spes, #36*

Science is a gift of human intellect, which is given to us by God to help us understand His Creation. Science is the study of interdependent relations in our earth's systems and structures that reflect God's truth, beauty, and goodness. These standards are directed toward life, earth, and physical aspects that enable deeper incorporation of children into the Church, the formation of community within the school, and respect for the uniqueness and dignity of each person as created in the image of God recognizing that scientific knowledge is a call to serve.

Life, Earth, and Physical Science foster growth in Christian virtue and develop an appreciation for God's creation and the good of society. Science is developing our stewardship and relationship in all aspects of our faith and Gospel values.

## **In a Catholic school, curricular formation....**

1. Involves the integral formation of the whole person, body, mind and spirit, in light of his or her ultimate end and the good of society. <sup>(1)</sup>
2. Promotes human virtues and the dignity of human person, as created in the image and likeness of God and modeled on the person of Jesus Christ. <sup>2</sup>
3. Seeks to know and understand objective reality which includes transcendent Truth, is knowable by reason and faith, and finds its origin, unity, and end in God.
4. Develops a Catholic worldview and enables a deeper incorporation of the student into the heart of the Catholic Church.
5. Encourages a synthesis of faith, life, and culture.

**Science 9<sup>th</sup>-12<sup>th</sup> Grade Catholic Integrated Faith Standards**

SC.712.IF	7th-12th Grade Integration of Faith - Catholic Curricular Standards and Dispositions in Scientific Topics			
	SC.712.IF.1	Scientific Topics - General Standards		
			SC.712.IF.1.1	Exhibit a primacy of care and concern at all stages of life for each human person as an image and likeness of God.
			SC.712.IF.1.2	Explain and promote the unity of faith and reason with confidence that there exists no contradiction between the God of nature and the God of the faith.
			SC.712.IF.1.3	Value the human body as the temple of the Holy Spirit.
			SC.712.IF.1.4	Share how the beauty and goodness of God is reflected in nature and the study of the natural sciences.
	SC.712.IF.2	Scientific Topics - Intellectual Standards		
			SC.712.IF.2.1	Articulate how science properly situates itself within other academic disciplines (e.g., history, theology) for correction and completion in order to recognize the limited material explanation of reality to which it is properly attuned.
			SC.712.IF.2.2	Demonstrate confidence in human reason and in one's ability to know the truth about God's creation and the fundamental intelligibility of the world.
			SC.712.IF.2.3	Analyze how the pursuit of scientific knowledge, for utilitarian purposes alone or for the misguided manipulation of nature, thwarts the pursuit of authentic Truth and the greater glory of God.
			SC.712.IF.2.4	Relate how the search for truth, even when it concerns a finite reality of the natural world or of man, is never-ending and always points beyond to something higher than the immediate object of study.
			SC.712.IF.2.5	Explain the processes of conservation, preservation, overconsumption, and stewardship as it relates to creation and to caring for that which God has given to sustain and delight us.
			SC.712.IF.2.6	Evaluate the relationship between God, man, and nature, and the proper role in the totality of being and creation.

			SC.712.IF.2.7	Describe humanity’s natural situation in, and dependence upon, physical reality and how man carries out his role as a cooperator with God in the work of creation.
			SC.712.IF.2.8	Evaluate the errors present in the belief system of scientific naturalism or scientism[2] (which includes materialism[3] and reductionism[4]), which posits that scientific exploration and explanation is the only valid source of meaning.
			SC.712.IF.2.9	Distinguish the difference between the use of the scientific method and the use of theological inquiry to know and understand God’s creation and universal truths.
			SC.712.IF.2.10	Articulate the limitations of science (the scientific method and constraints of the physical world) to know and understand God and transcendent reality.
			SC.712.IF.2.11	Identify key Catholic scientists such as Copernicus, Mendel, DaVinci, Bacon, Pasteur, Volta, St. Albert the Great, and others and the witness and evidence they supply against the false claim that Catholicism is not compatible with science.
			SC.712.IF.2.12	Analyze and articulate the Church’s approach to the theory of evolution.
			SC.712.IF.2.13	Relate how the human soul is specifically created by God for each human being, does not evolve from lesser matter, and is not inherited from our parents.
			SC.712.IF.2.14	Explain how understanding the physiological properties of a human being does not address the existence of the transcendent spirit of the human person (see Appendix E).
			SC.712.IF.2.15	Explain the supernatural design hypothesis in terms of the Borde-Vilenkin-Guth Proof, the Second Law of Thermodynamics, entropy, and anthropic coincidences (fine tuning of initial conditions and universal constants) (see Appendix E).
			SC.712.IF.2.16	Articulate the details of the Galileo affair to counter the assumption that the Church is anti-science.
			SC.712.IF.2.17	Demonstrate an understanding of the moral issues involving in vitro fertilization, human cloning, human genetic manipulation, and human experimentation and what the Church teaches regarding work in these areas.
	SC.712.IF.3	Scientific Topics - Dispositional Standards		
			SC.712.IF.3.1	Display a deep sense of wonder and delight about the natural universe.

			SC.712.IF.3.2	Share how natural phenomena have more than a utilitarian meaning and purpose and exemplify the handiwork of the Creator.
			SC.712.IF.3.3	Subscribe to the premise that nature should not be manipulated at will, but should be respected for its natural purpose and end as destined by the creator God.
			SC.712.IF.3.4	Share concern and care for the environment as part of God's creation.
			SC.712.IF.3.5	Adhere to the idea of the simultaneous complexity and simplicity of physical reality.

**9<sup>th</sup>-12<sup>th</sup> Grade Science**

**Earth Space Science**

SC.912.E	Grades 9-12 Earth and Space Science			
		SC.912.E.5	Earth in Space and Time	
				SC.912.E.5.1 Cite evidence used to develop and verify the scientific theory of the Big Bang (also known as the Big Bang Theory) of the origin of the universe.
				SC.912.E.5.2 Identify patterns in the organization and distribution of matter in the universe and the forces that determine them.
				SC.912.E.5.3 Describe and predict how the initial mass of a star determines its evolution.
				SC.912.E.5.4 Explain the physical properties of the Sun and its dynamic nature and connect them to conditions and events on Earth.
				SC.912.E.5.5 Explain the formation of planetary systems based on our knowledge of our Solar System and apply this knowledge to newly discovered planetary systems.
				SC.912.E.5.6 Develop logical connections through physical principles, including Kepler's and Newton's Laws about the relationships and the effects of Earth, Moon, and Sun on each other.
				SC.912.E.5.7 Relate the history of and explain the justification for future space exploration and continuing technology development.
				SC.912.E.5.8 Connect the concepts of radiation and the electromagnetic spectrum to the use of historical and newly-developed observational tools.
				SC.912.E.5.9 Analyze the broad effects of space exploration on the economy and culture of Florida.
				SC.912.E.5.10 Describe and apply the coordinate system used to locate objects in the sky.

				SC.912.E.5.11	Distinguish the various methods of measuring astronomical distances and apply each in appropriate situations.
		SC.912.E.6	Earth Structures		
				SC.912.E.6.1	Describe and differentiate the layers of Earth and the interactions among them.
				SC.912.E.6.2	Connect surface features to surface processes that are responsible for their formation.
				SC.912.E.6.3	Analyze the scientific theory of plate tectonics and identify related major processes and features as a result of moving plates.
				SC.912.E.6.4	Analyze how specific geologic processes and features are expressed in Florida and elsewhere.
				SC.912.E.6.5	Describe the geologic development of the present day oceans and identify commonly found features.
				SC.912.E.6.6	Analyze past, present, and potential future consequences to the environment resulting from various energy production technologies.
		SC.912.E.7	Earth Systems and Patterns		
				SC.912.E.7.1	Analyze the movement of matter and energy through the different biogeochemical cycles, including water and carbon.
				SC.912.E.7.2	Analyze the causes of the various kinds of surface and deep water motion within the oceans and their impacts on the transfer of energy between the poles and the equator.
				SC.912.E.7.3	Differentiate and describe the various interactions among Earth systems, including: atmosphere, hydrosphere, cryosphere, geosphere, and biosphere.
				SC.912.E.7.4	Summarize the conditions that contribute to the climate of a geographic area, including the relationships to lakes and oceans.

				SC.912.E.7.5	Predict future weather conditions based on present observations and conceptual models and recognize limitations and uncertainties of such predictions.
				SC.912.E.7.6	Relate the formation of severe weather to the various physical factors.
				SC.912.E.7.7	Identify, analyze, and relate the internal (Earth system) and external (astronomical) conditions that contribute to global climate change.
				SC.912.E.7.8	Explain how various atmospheric, oceanic, and hydrologic conditions in Florida have influenced and can influence human behavior, both individually and collectively.
				SC.912.E.7.9	Cite evidence that the ocean has had a significant influence on climate change by absorbing, storing, and moving heat, carbon, and water.
<b>Life Science</b>					
SC.912.L	Grades 9-12 Life Science				
		SC.912.L.14	Organization and Development of Living Organisms		
				SC.912.L.14.1	Describe the scientific theory of cells (cell theory) and relate the history of its discovery to the process of science.
				SC.912.L.14.2	Relate structure to function for the components of plant and animal cells. Explain the role of cell membranes as a highly selective barrier (passive and active transport).
				SC.912.L.14.3	Compare and contrast the general structures of plant and animal cells. Compare and contrast the general structures of prokaryotic and eukaryotic cells.
				SC.912.L.14.4	Compare and contrast structure and function of various types of microscopes.

				SC.912.L.14.5	Explain the evidence supporting the scientific theory of the origin of eukaryotic cells (endosymbiosis).
				SC.912.L.14.6	Explain the significance of genetic factors, environmental factors, and pathogenic agents to health from the perspectives of both individual and public health.
				SC.912.L.14.7	Relate the structure of each of the major plant organs and tissues to physiological processes.
				SC.912.L.14.8	Explain alternation of generations in plants.
				SC.912.L.14.9	Relate the major structure of fungi to their functions.
				SC.912.L.14.10	Discuss the relationship between the evolution of land plants and their anatomy.
				SC.912.L.14.11	Classify and state the defining characteristics of epithelial tissue, connective tissue, muscle tissue, and nervous tissue.
				SC.912.L.14.12	Describe the anatomy and histology of bone tissue.
				SC.912.L.14.13	Distinguish between bones of the axial skeleton and the appendicular skeleton.
				SC.912.L.14.14	Identify the major bones of the axial and appendicular skeleton.
				SC.912.L.14.15	Identify major markings (such as foramina, fossae, tubercles, etc.) on a skeleton. Explain why these markings are important.
				SC.912.L.14.16	Describe the anatomy and histology, including ultrastructure, of muscle tissue.
				SC.912.L.14.17	List the steps involved in the sliding filament of muscle contraction.
				SC.912.L.14.18	Describe signal transmission across a myoneural junction.
				SC.912.L.14.19	Explain the physiology of skeletal muscle.
				SC.912.L.14.20	Identify the major muscles of the human on a model or diagram.

				SC.912.L.14.21	Describe the anatomy, histology, and physiology of the central and peripheral nervous systems and name the major divisions of the nervous system.
				SC.912.L.14.22	Describe the physiology of nerve conduction, including the generator potential, action potential, and the synapse.
				SC.912.L.14.23	Identify the parts of a reflex arc.
				SC.912.L.14.24	Identify the general parts of a synapse and describe the physiology of signal transmission across a synapse.
				SC.912.L.14.25	Identify the major parts of a cross section through the spinal cord.
				SC.912.L.14.26	Identify the major parts of the brain on diagrams or models.
				SC.912.L.14.27	Identify the functions of the major parts of the brain, including the meninges, medulla, pons, midbrain, hypothalamus, thalamus, cerebellum and cerebrum.
				SC.912.L.14.28	Identify the major functions of the spinal cord.
				SC.912.L.14.29	Define the terms endocrine and exocrine.
				SC.912.L.14.30	Compare endocrine and neural controls of physiology.
				SC.912.L.14.31	Describe the physiology of hormones including the different types and the mechanisms of their action.
				SC.912.L.14.32	Describe the anatomy and physiology of the endocrine system.
				SC.912.L.14.33	Describe the basic anatomy and physiology of the reproductive system.
				SC.912.L.14.34	Describe the composition and physiology of blood, including that of the plasma and the formed elements.
				SC.912.L.14.35	Describe the steps in hemostasis, including the mechanism of coagulation. Include the basis for blood typing and transfusion reactions.
				SC.912.L.14.36	Describe the factors affecting blood flow through the cardiovascular system.
				SC.912.L.14.37	Explain the components of an electrocardiogram.

				SC.912.L.14.38	Describe normal heart sounds and what they mean.
				SC.912.L.14.39	Describe hypertension and some of the factors that produce it.
				SC.912.L.14.40	Describe the histology of the major arteries and veins of systemic, pulmonary, hepatic portal, and coronary circulation.
				SC.912.L.14.41	Describe fetal circulation and changes that occur to the circulatory system at birth.
				SC.912.L.14.42	Describe the anatomy and the physiology of the lymph system.
				SC.912.L.14.43	Describe the histology of the respiratory system.
				SC.912.L.14.44	Describe the physiology of the respiratory system including the mechanisms of ventilation, gas exchange, gas transport and the mechanisms that control the rate of ventilation.
				SC.912.L.14.45	Describe the histology of the alimentary canal and its associated accessory organs.
				SC.912.L.14.46	Describe the physiology of the digestive system, including mechanical digestion, chemical digestion, absorption and the neural and hormonal mechanisms of control.
				SC.912.L.14.47	Describe the physiology of urine formation by the kidney.
				SC.912.L.14.48	Describe the anatomy, histology, and physiology of the ureters, the urinary bladder and the urethra.
				SC.912.L.14.49	Identify the major functions associated with the sympathetic and parasympathetic nervous systems.
				SC.912.L.14.50	Describe the structure of vertebrate sensory organs. Relate structure to function in vertebrate sensory systems.
				SC.912.L.14.51	Describe the function of the vertebrate integumentary system.

				SC.912.L.14.52	Explain the basic functions of the human immune system, including specific and nonspecific immune response, vaccines, and antibiotics.
				SC.912.L.14.53	Discuss basic classification and characteristics of plants. Identify bryophytes, pteridophytes, gymnosperms, and angiosperms.
		SC.912.L.15	Diversity and Evolution of Living Organisms		
				SC.912.L.15.1	Explain how the scientific theory of evolution is supported by the fossil record, comparative anatomy, comparative embryology, biogeography, molecular biology, and observed evolutionary change.
				SC.912.L.15.2	Discuss the use of molecular clocks to estimate how long ago various groups of organisms diverged evolutionarily from one another.
				SC.912.L.15.3	Describe how biological diversity is increased by the origin of new species and how it is decreased by the natural process of extinction.
				SC.912.L.15.4	Describe how and why organisms are hierarchically classified and based on evolutionary relationships.
				SC.912.L.15.5	Explain the reasons for changes in how organisms are classified.
				SC.912.L.15.6	Discuss distinguishing characteristics of the domains and kingdoms of living organisms.
				SC.912.L.15.7	Discuss distinguishing characteristics of vertebrate and representative invertebrate phyla, and chordate classes using typical examples.
				SC.912.L.15.8	Describe the scientific explanations of the origin of life on Earth.
				SC.912.L.15.9	Explain the role of reproductive isolation in the process of speciation.
				SC.912.L.15.10	Identify basic trends in hominid evolution from early ancestors six million years ago to modern humans,

					including brain size, jaw size, language, and manufacture of tools.
				SC.912.L.15.11	Discuss specific fossil hominids and what they show about human evolution.
				SC.912.L.15.12	List the conditions for Hardy-Weinberg equilibrium in a population and why these conditions are not likely to appear in nature. Use the Hardy-Weinberg equation to predict genotypes in a population from observed phenotypes.
				SC.912.L.15.13	Describe the conditions required for natural selection, including: overproduction of offspring, inherited variation, and the struggle to survive, which result in differential reproductive success.
				SC.912.L.15.14	Discuss mechanisms of evolutionary change other than natural selection such as genetic drift and gene flow.
				SC.912.L.15.15	Describe how mutation and genetic recombination increase genetic variation.
		SC.912.L.16	Heredity and Reproduction		
				SC.912.L.16.1	Use Mendel's laws of segregation and independent assortment to analyze patterns of inheritance.
				SC.912.L.16.2	Discuss observed inheritance patterns caused by various modes of inheritance, including dominant, recessive, codominant, sex-linked, polygenic, and multiple alleles.
				SC.912.L.16.3	Describe the basic process of DNA replication and how it relates to the transmission and conservation of the genetic information.
				SC.912.L.16.4	Explain how mutations in the DNA sequence may or may not result in phenotypic change. Explain how mutations in gametes may result in phenotypic changes in offspring.
				SC.912.L.16.5	Explain the basic processes of transcription and translation, and how they result in the expression of genes.

				SC.912.L.16.6	Discuss the mechanisms for regulation of gene expression in prokaryotes and eukaryotes at transcription and translation level.
				SC.912.L.16.7	Describe how viruses and bacteria transfer genetic material between cells and the role of this process in biotechnology.
				SC.912.L.16.8	Explain the relationship between mutation, cell cycle, and uncontrolled cell growth potentially resulting in cancer.
				SC.912.L.16.9	Explain how and why the genetic code is universal and is common to almost all organisms.
				SC.912.L.16.10	Evaluate the impact of biotechnology on the individual, society and the environment, including medical and ethical issues.
				SC.912.L.16.11	Discuss the technologies associated with forensic medicine and DNA identification, including restriction fragment length polymorphism (RFLP) analysis.
				SC.912.L.16.12	Describe how basic DNA technology (restriction digestion by endonucleases, gel electrophoresis, polymerase chain reaction, ligation, and transformation) is used to construct recombinant DNA molecules (DNA cloning).
				SC.912.L.16.13	Describe the basic anatomy and physiology of the human reproductive system. Describe the process of human development from fertilization to birth and major changes that occur in each trimester of pregnancy.
				SC.912.L.16.14	Describe the cell cycle, including the process of mitosis. Explain the role of mitosis in the formation of new cells and its importance in maintaining chromosome number during asexual reproduction.
				SC.912.L.16.15	Compare and contrast binary fission and mitotic cell division.

				SC.912.L.16.16	Describe the process of meiosis, including independent assortment and crossing over. Explain how reduction division results in the formation of haploid gametes or spores.
				SC.912.L.16.17	Compare and contrast mitosis and meiosis and relate to the processes of sexual and asexual reproduction and their consequences for genetic variation.
		SC.912.L.17	Interdependence		
				SC.912.L.17.1	Discuss the characteristics of populations, such as number of individuals, age structure, density, and pattern of distribution.
				SC.912.L.17.2	Explain the general distribution of life in aquatic systems as a function of chemistry, geography, light, depth, salinity, and temperature.
				SC.912.L.17.3	Discuss how various oceanic and freshwater processes, such as currents, tides, and waves, affect the abundance of aquatic organisms.
				SC.912.L.17.4	Describe changes in ecosystems resulting from seasonal variations, climate change and succession.
				SC.912.L.17.5	Analyze how population size is determined by births, deaths, immigration, emigration, and limiting factors (biotic and abiotic) that determine carrying capacity.
				SC.912.L.17.6	Compare and contrast the relationships among organisms, including predation, parasitism, competition, commensalism, and mutualism.
				SC.912.L.17.7	Characterize the biotic and abiotic components that define freshwater systems, marine systems and terrestrial systems.
				SC.912.L.17.8	Recognize the consequences of the losses of biodiversity due to catastrophic events, climate changes, human activity, and the introduction of invasive, non-native species.

				SC.912.L.17.9	Use a food web to identify and distinguish producers, consumers, and decomposers. Explain the pathway of energy transfer through trophic levels and the reduction of available energy at successive trophic levels.
				SC.912.L.17.10	Diagram and explain the biogeochemical cycles of an ecosystem, including water, carbon, and nitrogen cycle.
				SC.912.L.17.11	Evaluate the costs and benefits of renewable and nonrenewable resources, such as water, energy, fossil fuels, wildlife, and forests.
				SC.912.L.17.12	Discuss the political, social, and environmental consequences of sustainable use of land.
				SC.912.L.17.13	Discuss the need for adequate monitoring of environmental parameters when making policy decisions.
				SC.912.L.17.14	Assess the need for adequate waste management strategies.
				SC.912.L.17.15	Discuss the effects of technology on environmental quality.
				SC.912.L.17.16	Discuss the large-scale environmental impacts resulting from human activity, including waste spills, oil spills, runoff, greenhouse gases, ozone depletion, and surface and groundwater pollution.
				SC.912.L.17.17	Assess the effectiveness of innovative methods of protecting the environment.
				SC.912.L.17.18	Describe how human population size and resource use relate to environmental quality.
				SC.912.L.17.19	Describe how different natural resources are produced and how their rates of use and renewal limit availability.
				SC.912.L.17.20	Predict the impact of individuals on environmental systems and examine how human lifestyles affect sustainability.
		SC.912.L.18	Matter and Energy Transformations		

				SC.912.L.18.1	Describe the basic molecular structures and primary functions of the four major categories of biological macromolecules.
				SC.912.L.18.2	Describe the important structural characteristics of monosaccharides, disaccharides, and polysaccharides and explain the functions of carbohydrates in living things.
				SC.912.L.18.3	Describe the structures of fatty acids, triglycerides, phospholipids, and steroids. Explain the functions of lipids in living organisms. Identify some reactions that fatty acids undergo. Relate the structure and function of cell membranes.
				SC.912.L.18.4	Describe the structures of proteins and amino acids. Explain the functions of proteins in living organisms. Identify some reactions that amino acids undergo. Relate the structure and function of enzymes.
				SC.912.L.18.5	Discuss the use of chemiosmotic gradients for ATP production in chloroplasts and mitochondria.
				SC.912.L.18.6	Discuss the role of anaerobic respiration in living things and in human society.
				SC.912.L.18.7	Identify the reactants, products, and basic functions of photosynthesis.
				SC.912.L.18.8	Identify the reactants, products, and basic functions of aerobic and anaerobic cellular respiration.
				SC.912.L.18.9	Explain the interrelated nature of photosynthesis and cellular respiration.
				SC.912.L.18.10	Connect the role of adenosine triphosphate (ATP) to energy transfers within a cell.
				SC.912.L.18.11	Explain the role of enzymes as catalysts that lower the activation energy of biochemical reactions. Identify factors, such as pH and temperature, and their effect on enzyme activity.

				SC.912.L.18.12	Discuss the special properties of water that contribute to Earth's suitability as an environment for life: cohesive behavior, ability to moderate temperature, expansion upon freezing, and versatility as a solvent.
<b>The Nature of Science</b>					
SC.912.N	Grades 9-12 Nature of Science				
		SC.912.N.1	The Practice of Science		
				SC.912.N.1.1	Define a problem based on a specific body of knowledge, for example: biology, chemistry, physics, and earth/space science, and do the following:
				SC.912.N.1.2	Describe and explain what characterizes science and its methods.
				SC.912.N.1.3	Recognize that the strength or usefulness of a scientific claim is evaluated through scientific argumentation, which depends on critical and logical thinking, and the active consideration of alternative scientific explanations to explain the data presented.
				SC.912.N.1.4	Identify sources of information and assess their reliability according to the strict standards of scientific investigation.
				SC.912.N.1.5	Describe and provide examples of how similar investigations conducted in many parts of the world result in the same outcome.
				SC.912.N.1.6	Describe how scientific inferences are drawn from scientific observations and provide examples from the content being studied.
				SC.912.N.1.7	Recognize the role of creativity in constructing scientific questions, methods and explanations.
		SC.912.N.2	The Characteristics of Scientific Knowledge		

				SC.912.N.2.1	Identify what is science, what clearly is not science, and what superficially resembles science (but fails to meet the criteria for science).
				SC.912.N.2.2	Identify which questions can be answered through science and which questions are outside the boundaries of scientific investigation, such as questions addressed by other ways of knowing, such as art, philosophy, and religion.
				SC.912.N.2.3	Identify examples of pseudoscience (such as astrology, phrenology) in society.
				SC.912.N.2.4	Explain that scientific knowledge is both durable and robust and open to change. Scientific knowledge can change because it is often examined and re-examined by new investigations and scientific argumentation. Because of these frequent examinations, scientific knowledge becomes stronger, leading to its durability.
				SC.912.N.2.5	Describe instances in which scientists' varied backgrounds, talents, interests, and goals influence the inferences and thus the explanations that they make about observations of natural phenomena and describe that competing interpretations (explanations) of scientists are a strength of science as they are a source of new, testable ideas that have the potential to add new evidence to support one or another of the explanations.
		SC.912.N.3	The Role of Theories, Laws, Hypotheses, and Models		
				SC.912.N.3.1	Explain that a scientific theory is the culmination of many scientific investigations drawing together all the current evidence concerning a substantial range of phenomena; thus, a scientific theory represents the most powerful explanation scientists have to offer.

				SC.912.N.3.2	Describe the role consensus plays in the historical development of a theory in any one of the disciplines of science.
				SC.912.N.3.3	Explain that scientific laws are descriptions of specific relationships under given conditions in nature, but do not offer explanations for those relationships.
				SC.912.N.3.4	Recognize that theories do not become laws, nor do laws become theories; theories are well supported explanations and laws are well supported descriptions.
				SC.912.N.3.5	Describe the function of models in science, and identify the wide range of models used in science.
		SC.912.N.4	Science and Society		
				SC.912.N.4.1	Explain how scientific knowledge and reasoning provide an empirically-based perspective to inform society's decision making.
				SC.912.N.4.2	Weigh the merits of alternative strategies for solving a specific societal problem by comparing a number of different costs and benefits, such as human, economic, and environmental.
<b>Physical Science</b>					
SC.912.P	Grades 9-12 Physical Science				
		SC.912.P.8	Matter		
				SC.912.P.8.1	Differentiate among the four states of matter.
				SC.912.P.8.2	Differentiate between physical and chemical properties and physical and chemical changes of matter.
				SC.912.P.8.3	Explore the scientific theory of atoms (also known as atomic theory) by describing changes in the atomic model over time and why those changes were necessitated by experimental evidence.
				SC.912.P.8.4	Explore the scientific theory of atoms (also known as atomic theory) by describing the structure of atoms in

					terms of protons, neutrons and electrons, and differentiate among these particles in terms of their mass, electrical charges and locations within the atom.
				SC.912.P.8.5	Relate properties of atoms and their position in the periodic table to the arrangement of their electrons.
				SC.912.P.8.6	Distinguish between bonding forces holding compounds together and other attractive forces, including hydrogen bonding and van der Waals forces.
				SC.912.P.8.7	Interpret formula representations of molecules and compounds in terms of composition and structure.
				SC.912.P.8.8	Characterize types of chemical reactions, for example: redox, acid-base, synthesis, and single and double replacement reactions.
				SC.912.P.8.9	Apply the mole concept and the law of conservation of mass to calculate quantities of chemicals participating in reactions.
				SC.912.P.8.10	Describe oxidation-reduction reactions in living and non-living systems.
				SC.912.P.8.11	Relate acidity and basicity to hydronium and hydroxyl ion concentration and pH.
				SC.912.P.8.12	Describe the properties of the carbon atom that make the diversity of carbon compounds possible.
				SC.912.P.8.13	Identify selected functional groups and relate how they contribute to properties of carbon compounds.
		SC.912.P.10	Energy		
				SC.912.P.10.1	Differentiate among the various forms of energy and recognize that they can be transformed from one form to others.
				SC.912.P.10.2	Explore the Law of Conservation of Energy by differentiating among open, closed, and isolated systems and explain that the total energy in an isolated system is a conserved quantity.

				SC.912.P.10.3	Compare and contrast work and power qualitatively and quantitatively.
				SC.912.P.10.4	Describe heat as the energy transferred by convection, conduction, and radiation, and explain the connection of heat to change in temperature or states of matter.
				SC.912.P.10.5	Relate temperature to the average molecular kinetic energy.
				SC.912.P.10.6	Create and interpret potential energy diagrams, for example: chemical reactions, orbits around a central body, motion of a pendulum.
				SC.912.P.10.7	Distinguish between endothermic and exothermic chemical processes.
				SC.912.P.10.8	Explain entropy's role in determining the efficiency of processes that convert energy to work.
				SC.912.P.10.9	Describe the quantization of energy at the atomic level.
				SC.912.P.10.10	Compare the magnitude and range of the four fundamental forces (gravitational, electromagnetic, weak nuclear, strong nuclear).
				SC.912.P.10.11	Explain and compare nuclear reactions (radioactive decay, fission and fusion), the energy changes associated with them and their associated safety issues.
				SC.912.P.10.12	Differentiate between chemical and nuclear reactions.
				SC.912.P.10.13	Relate the configuration of static charges to the electric field, electric force, electric potential, and electric potential energy.
				SC.912.P.10.14	Differentiate among conductors, semiconductors, and insulators.
				SC.912.P.10.15	Investigate and explain the relationships among current, voltage, resistance, and power.
				SC.912.P.10.16	Explain the relationship between moving charges and magnetic fields, as well as changing magnetic fields and

					electric fields, and their application to modern technologies.
				SC.912.P.10.17	Explore the theory of electromagnetism by explaining electromagnetic waves in terms of oscillating electric and magnetic fields.
				SC.912.P.10.18	Explore the theory of electromagnetism by comparing and contrasting the different parts of the electromagnetic spectrum in terms of wavelength, frequency, and energy, and relate them to phenomena and applications.
				SC.912.P.10.19	Explain that all objects emit and absorb electromagnetic radiation and distinguish between objects that are blackbody radiators and those that are not.
				SC.912.P.10.20	Describe the measurable properties of waves and explain the relationships among them and how these properties change when the wave moves from one medium to another.
				SC.912.P.10.21	Qualitatively describe the shift in frequency in sound or electromagnetic waves due to the relative motion of a source or a receiver.
				SC.912.P.10.22	Construct ray diagrams and use thin lens and mirror equations to locate the images formed by lenses and mirrors.
		SC.912.P.12	Motion		
				SC.912.P.12.1	Distinguish between scalar and vector quantities and assess which should be used to describe an event.
				SC.912.P.12.2	Analyze the motion of an object in terms of its position, velocity, and acceleration (with respect to a frame of reference) as functions of time.
				SC.912.P.12.3	Interpret and apply Newton's three laws of motion.
				SC.912.P.12.4	Describe how the gravitational force between two objects depends on their masses and the distance between them.

				SC.912.P.12.5	Apply the law of conservation of linear momentum to interactions, such as collisions between objects.
				SC.912.P.12.6	Qualitatively apply the concept of angular momentum.
				SC.912.P.12.7	Recognize that nothing travels faster than the speed of light in vacuum which is the same for all observers no matter how they or the light source are moving.
				SC.912.P.12.8	Recognize that Newton's Laws are a limiting case of Einstein's Special Theory of Relativity at speeds that are much smaller than the speed of light.
				SC.912.P.12.9	Recognize that time, length, and energy depend on the frame of reference.
				SC.912.P.12.10	Interpret the behavior of ideal gases in terms of kinetic molecular theory.
				SC.912.P.12.11	Describe phase transitions in terms of kinetic molecular theory.
				SC.912.P.12.12	Explain how various factors, such as concentration, temperature, and presence of a catalyst affect the rate of a chemical reaction.
				SC.912.P.12.13	Explain the concept of dynamic equilibrium in terms of reversible processes occurring at the same rates.
<b>Earth Science</b>					
ENG	Energy Transfer				
		ENG-1	Energy can be converted from one form to another.		
				ENG-1.A	Explain how solar energy is acquired and transferred by living organisms.
				ENG-1.B	Explain how energy flows and matter cycles through trophic levels.
				ENG-1.C	Determine how the energy decreases as it flows through ecosystems.
				ENG-1.D	Describe food chains and food webs, and their constituent members by trophic level.

		ENG-2	Most of the Earth’s atmospheric processes are driven by input of energy from the sun		
				ENG-2.A	Explain how the sun’s energy affects the Earth’s surface.
				ENG-2.B	Describe how the Earth’s geography affects weather and climate.
				ENG-2.C	Describe the environmental changes and effects that result from El Niño or La Niña events (El Niño–Southern Oscillation).
		ENG-3	Humans use energy from a variety of sources, resulting in positive and negative consequences		
				ENG-3.A	Identify differences between nonrenewable and renewable energy sources.
				ENG-3.B	Describe trends in energy consumption.
				ENG-3.C	Identify types of fuels and their uses.
				ENG-3.D	Identify where natural energy resources occur.
				ENG-3.E	Describe the use and methods of fossil fuels in power generation.
				ENG-3.F	Describe the effects of fossil fuels on the environment.
				ENG-3.G	Describe the use of nuclear energy in power generation.
				ENG-3.H	Describe the effects of the use of nuclear energy on the environment.
				ENG-3.I	Describe the effects of the use of biomass in power generation on the environment.
				ENG-3.J	Describe the use of solar energy in power generation.
				ENG-3.K	Describe the effects of the use of solar energy in power generation on the environment.
				ENG-3.L	Describe the use of hydroelectricity in power generation.

				ENG-3.M	Describe the effects of the use of hydroelectricity in power generation on the environment.
				ENG-3.N	Describe the use of geothermal energy in power generation.
				ENG-3.O	Describe the effects of the use of geothermal energy in power generation on the environment.
				ENG-3.P	Describe the use of hydrogen fuel cells in power generation.
				ENG-3.Q	Describe the effects of the use of hydrogen fuel cells in power generation on the environment.
				ENG-3.R	Describe the use of wind energy in power generation.
				ENG-3.S	Describe the effects of the use of wind energy in power generation on the environment.
				ENG-3.T	Describe methods for conserving energy.
ERT	Interactions Between Earth Systems				
		ERT-1	Ecosystems are the result of biotic and abiotic interactions.		
				ERT-1.A	Explain how the availability of resources influences species interactions.
				ERT-1.B	Describe the global distribution and principal environmental aspects of terrestrial biomes.
				ERT-1.C	Describe the global distribution and principal environmental aspects of aquatic biomes.
				ERT-1.D	Explain the steps and reservoir interactions in the carbon cycle.
				ERT-1.E	Explain the steps and reservoir interactions in the nitrogen cycle.
				ERT-1.F	Explain the steps and reservoir interactions in the phosphorus cycle.

				ERT-1.G	Explain the steps and reservoir interactions in the hydrologic cycle.
		ERT-2	Ecosystems have structure and diversity that change over time		
				ERT-2.A	Explain levels of biodiversity and their importance to ecosystems.
				ERT-2.B	Describe ecosystem services.
				ERT-2.C	Describe the results of human disruptions to ecosystem services.
				ERT-2.D	Describe island biogeography
				ERT-2.E	Describe the role of island biogeography in evolution.
				ERT-2.F	Describe ecological tolerance.
				ERT-2.G	Explain how natural disruptions, both short and long-term, impact an ecosystem.
				ERT-2.H	Describe how organisms adapt to their environment.
				ERT-2.I	Describe ecological succession.
				ERT-2.J	Describe the effect of ecological succession on ecosystems.
		ERT-3	Populations change over time in reaction to a variety of factors		
				ERT-3.A	Identify differences between generalist and specialist species.
				ERT-3.B	Identify differences between K- and r-selected species.
				ERT-3.C	Explain survivorship curves.
				ERT-3.D	Describe carrying capacity.
				ERT-3.E	Describe the impact of carrying capacity on ecosystems.
				ERT-3.F	Explain how resource availability affects population growth.

		ERT-4	Earth's systems interact, resulting in a state of balance over time.		
				ERT-4.A	Describe the geological changes and events that occur at convergent, divergent, and transform plate boundaries.
				ERT-4.B	Describe the characteristics and formation of soil.
				ERT-4.C	Describe similarities and differences between properties of different soil types.
				ERT-4.D	Describe the structure and composition of the Earth's atmosphere.
				ERT-4.E	Explain how environmental factors can result in atmospheric circulation.
				ERT-4.F	Describe the characteristics of a watershed.
EIN	Interactions Between Different Species and the Environment				
		EIN-1	Human populations change in reaction to a variety of factors, including social and cultural factors.		
				EIN-1.A	Explain age structure diagrams.
				EIN-1.B	Explain factors that affect total fertility rate in human populations.
				EIN-1.C	Explain how human populations experience growth and decline.
				EIN-1.D	Define the demographic transition.
		EIN-2	When humans use natural resources, they alter natural systems.		
				EIN-2.A	Explain the concept of the tragedy of the commons.
				EIN-2.B	Describe the effect of clearcutting on forests.

				EIN-2.C	Describe changes in agricultural practices.
				EIN-2.D	Describe agricultural practices that cause environmental damage.
				EIN-2.E	Describe different methods of irrigation.
				EIN-2.F	Describe the benefits and drawbacks of different methods of irrigation.
				EIN-2.G	Describe the benefits and drawbacks of different methods of pest control
				EIN-2.H	Identify different methods of meat production.
				EIN-2.I	Describe the benefits and drawbacks of different methods of meat production.
				EIN-2.J	Describe causes of and problems related to overfishing.
				EIN-2.K	Describe natural resource extraction through mining.
				EIN-2.L	Describe ecological and economic impacts of natural resource extraction through mining.
				EIN-2.M	Describe the effects of urbanization on the environment.
				EIN-2.N	Explain the variables measured in an ecological footprint.
		EIN-3	Pollutants can have both direct and indirect impacts on the health of organisms, including humans.		
				EIN-3.A	Define lethal dose 50% (LD50).
				EIN-3.B	Evaluate dose response curves.
				EIN-3.C	Identify sources of human health issues that are linked to pollution.
				EIN-3.D	Explain human pathogens and their cycling through the environment.
		EIN-4	The health of a species is closely tied to its ecosystem, and minor environmental		

			changes can have a large impact.		
				EIN-4.A	Explain the environmental problems associated with invasive species and strategies to control them.
				EIN-4.B	Explain how species become endangered and strategies to combat the problem.
				EIN-4.C	Explain how human activities affect biodiversity and strategies to combat the problem.
STB	Sustainability				
		STB-1	Humans can mitigate their impact on land and water resources through sustainable use.		
				STB-1.A	Explain the concept of sustainability.
				STB-1.B	Describe methods for mitigating problems related to urban runoff.
				STB-1.C	Describe integrated pest management.
				STB-1.D	Describe the benefits and drawbacks of integrated pest management (IPM).
				STB-1.E	Describe sustainable agricultural and food production practices.
				STB-1.F	Describe the benefits and drawbacks of aquaculture.
				STB-1.G	Describe methods for mitigating human impact on forests.
		STB-2	Human activities have physical, chemical, and biological consequences for the atmosphere.		
				STB-2.A	Identify the sources and effects of air pollutants.
				STB-2.B	Explain the causes and effects of photochemical smog and methods to reduce it.

				STB-2.C	Describe thermal inversion and its relationship with pollution.
				STB-2.D	Describe natural sources of CO <sub>2</sub> and particulates.
				STB-2.E	Identify indoor air pollutants.
				STB-2.F	Describe the effects of indoor air pollutants.
				STB-2.G	Explain how air pollutants can be reduced at the source.
				STB-2.H	Describe acid deposition.
				STB-2.I	Describe the effects of acid deposition on the environment.
				STB-2.J	Describe human activities that result in noise pollution and its effects.
		STB-3	Human activities, including the use of resources, have physical, chemical, and biological consequences for ecosystems.		
				STB-3.A	Identify differences between point and nonpoint sources of pollution.
				STB-3.B	Describe the impacts of human activities on aquatic ecosystems.
				STB-3.C	Describe endocrine disruptors.
				STB-3.D	Describe the effects of endocrine disruptors on ecosystems.
				STB-3.E	Describe the impacts of human activity on wetlands and mangroves.
				STB-3.F	Explain the environmental effects of excessive use of fertilizers and detergents on aquatic ecosystems.
				STB-3.G	Describe the effects of thermal pollution on aquatic ecosystems.
				STB-3.H	Describe the effect of persistent organic pollutants (POPs) on ecosystems.

				STB-3.I	Describe bioaccumulation and biomagnification.
				STB-3.J	Describe the effects of bioaccumulation and biomagnification.
				STB-3.K	Describe solid waste disposal methods.
				STB-3.L	Describe the effects of solid waste disposal methods.
				STB-3.M	Describe changes to current practices that could reduce the amount of generated waste and their associated benefits and drawbacks.
				STB-3.N	Describe best practices in sewage treatment.
		STB-4	Local and regional human activities can have impacts at the global level.		
				STB-4.A	Explain the importance of stratospheric ozone to life on Earth.
				STB-4.B	Describe chemicals used to substitute for chlorofluorocarbons (CFCs).
				STB-4.C	Identify the greenhouse gases.
				STB-4.D	Identify the sources and potency of the greenhouse gases.
				STB-4.E	Identify the threats to human health and the environment posed by an increase in greenhouse gases.
				STB-4.F	Explain how changes in climate, both short- and long term, impact ecosystems.
				STB-4.G	Explain the causes and effects of ocean warming.
				STB-4.H	Explain the causes and effects of ocean acidification.



# *History Standards*

Diocese of Venice  
Curricular Standards:  
**History**

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*High School Grades 9-12*



# *Basic Principles underlying All Standards to be used for the Planning of Curriculum for the Diocese of Venice*

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Basic principles which inform all Catholic education in the Schools of the Diocese of Venice are:

- All knowledge, in some way, reflects God's Truth, Beauty and Goodness.
- Curriculum and instruction enable deeper incorporation of the children into the Church, the formation of community within the school; and respect for the uniqueness and dignity of each person as created in the image of God.
- Education fosters growth in Christian virtue and contributes to development and formation of the whole person in light of his/her ultimate end and the good of the society of which he/she is a member.
- Each subject is to be examined in the context of the Catholic faith and is to be illuminated by Gospel values.
- Learning and formation occur in the Catholic school without separation as does the development of each student on both the natural and supernatural levels.
- Curriculum and instruction seeks to promote a synthesis of faith, life and culture and to form students as disciples of Jesus.



# *Diocese Of Venice Catholic School Standards For History*



Social Science is the study of society and the relationship of individual members within society which we use to uncover the truth of our connection with one another through time and across geographic barriers. This study also helps to discover the deeper truth of each one's relationship with God.

A curriculum that is open to the intercultural perspective presents the students with a study of civilizations that were previously unknown to them, or were remote from them, but which now are brought to their attention, as well as being brought much "closer" thanks to globalization and modern means of communication, crossing barriers of space and ideological defenses. Teaching that aims to help students understand the reality in which they live cannot ignore the aspect of encounter. On the contrary, teaching has the duty to favor dialogue, as well as cultural and spiritual exchanges.

*Educating to Intercultural Dialogue in Catholic Schools: Living in Harmony for a Civilization of Love, #68*

*Teachers should guide the students' work in such a way that they will be able to discover a religious dimension in the world of human history. As a preliminary, they should be encouraged to develop a taste for historical truth, and therefore to realize the need to look critically at texts and curricula which, at times, are imposed by a government or distorted by the ideology of the author...they will see the development of civilizations, and learn about progress...When they are ready to appreciate it, students can be invited to reflect on the fact that this human struggle takes place within the divine history [of universal salvation. At this moment, the religious dimension of history begins to shine forth in all its luminous grandeur.*

*The Religious Dimension of a Catholic School, 1988, # 58-59*

## **In a Catholic school, curricular formation...**

1. Involves the integral formation of the whole person, body, mind, and spirit, in light of his or her ultimate end and the good of society.<sup>i</sup>
2. Promotes human virtues and the dignity of the human person, as created in the image and likeness of God and modeled on the person of Jesus Christ.<sup>ii</sup>

3. Seeks to know and understand objective reality which includes transcendent Truth, is knowable by reason and faith, and finds its origin, unity, and end in God.
4. Develops a Catholic worldview and enables a deeper incorporation of the student into the heart of the Catholic Church.<sup>iii</sup>
5. Encourages a synthesis of faith, life, and culture.<sup>iv</sup>

### **Catholic Standards for Social Science**

Students will use Social Science to nurture respect for all human life, develop an appreciation for multicultural diversity, and understand our responsibilities as Christian citizens of our communities and the world.

- A. To understand Catholic Tradition and its positive moral actions as students identify the importance of promoting human dignity, protecting human rights, and building the common good within the political systems of the United States government, not just with those around us, but for those who have gone before us and those who will come after us. CSAD2
- B. To delineate between the rights, duties, and responsibilities to one another, to our country, and to the global society as it is defined by Catholic social justice teaching.
- C. To use Catholic doctrine in order to directly promote human dignity and the responsibility of individuals to participate in civic discourse at the local, federal, and global level: value the diversity among students in the classroom and school community as children of God. CSAD3
- D. To respond to Catholic values that directly affect human dignity and the responsibility of individuals for the betterment of society.
- E. To promote Catholic identity while working to resolve conflict and acknowledging the role of the United States government, as evidenced by its citizens, by actively participating in the promotion of peace and solidarity.
- F. To display Catholic teachings and values while understanding the role of government in protecting human rights, discerning what is positive in the world, what needs to be transformed, and what injustice must be overcome. CSAD4
- G. Strive for a habitual vision of excellence. CSAD6

**Social Studies/History 9<sup>th</sup>-12<sup>th</sup> Grade Catholic Integrated Faith Standards**

SS.712.IF	7th-12th Grade Integration of Faith- Catholic Curricular Standards and Dispositions in History		
	SS.712.IF.1	History - General Standards	
			SS.712.IF.1.1
			SS.712.IF.1.2
			SS.712.IF.1.3
			SS.712.IF.1.4
			SS.712.IF.1.5
	SS.712.IF.2	History - Intellectual Property	
			SS.712.IF.2.1
			SS.712.IF.2.2
			SS.712.IF.2.3
			SS.712.IF.2.4
			SS.712.IF.2.5
			SS.712.IF.2.6

				developmental timeline, but also within the larger story of historical, cultural, and intellectual development.
			SS.712.IF.2.7	Identify, from the Catholic perspective, the motivating values, philosophies, and theologies that have informed particular societies (e.g., Mexico, Canada, early colonies in the U.S.).
			SS.712.IF.2.8	Demonstrate the ways men and societies change and/or persist over time to better understand the human condition.
			SS.712.IF.2.9	Evaluate how societies provide a sense of coherence and meaning to human life, shaping and forming human culture and events.
			SS.712.IF.2.10	Analyze great figures and events in history using the systematic frameworks of Western philosophical tradition and Catholic moral norms and virtue to better understand both those people and events.
			SS.712.IF.2.11	Compare the actions of peoples according to their historical and cultural norms to the expectations of current Catholic moral norms and virtues.
			SS.712.IF.2.12	Demonstrate how historical events and patterns of change help predict and plan for future events.
			SS.712.IF.2.13	Describe how the moral qualities of a citizenry naturally give rise to the nature of the government and influence societal outcomes and destinies.
			SS.712.IF.2.14	Relate how the development of a broader viewpoint of history and events affects individual experiences and deepens a sense of being and the world.
			SS.712.IF.2.15	Analyze the thoughts and deeds of great men and women of the past.
			SS.712.IF.2.16	Analyze and exhibit mastery of essential dates, persons, places, and facts, relevant to the Western tradition and the Catholic Church.
			SS.712.IF.2.17	Examine texts for historical truths, recognizing bias or distortion by the author and overcoming a relativistic viewpoint.
			SS.712.IF.2.18	Analyze historical events, especially those involving critical human experiences of good and evil, so as to enlarge understanding of self and others.

			SS.712.IF.2.19	Distinguish the basic elements of Christian social ethics within historical events.
			SS.712.IF.2.20	Evaluate how Christian social ethics extend to questions of politics, economy, and social institutions and not just personal moral decision-making.
			SS.712.IF.2.21	Evaluate the concept of subsidiarity and its role in Catholic social doctrine.
			SS.712.IF.2.22	Analyze the concept of solidarity and describe its effect on a local, regional, and global level.
			SS.712.IF.2.23	Compare the right to own private property with the universal distribution of goods and the distribution of goods in a socialist society.
			SS.712.IF.2.24	Summarize the case for the dignity of work and the rights of workers.
			SS.712.IF.2.25	Examine the Church's position on freedom and man's right to participate in the building up of society and contributing to the common good.
			SS.712.IF.2.26	Articulate the tension and distinction between religious freedom and social cohesion.
			SS.712.IF.2.27	Identify the dangers of relativism present in the notion that one culture cannot critique another, and that truth is simply culturally created.
	SS.712.IF.3	History - Dispositional Standards		
			SS.712.IF.3.1	Select and describe beautiful artifacts from different times and cultures.
			SS.712.IF.3.2	Exhibit love for the common good and a shared humanity with those present, those who have gone before, and those who will come after.
			SS.712.IF.3.3	Evaluate the aesthetics (idea of beauty) of different cultures and times to better appreciate the purpose and power of both cultural and transcendent notions of the beautiful.
			SS.712.IF.3.4	Share Catholic virtues and values (i.e., prudence and wisdom) gleaned from the study of human history to better evaluate personal

				behaviors, trends of contemporary society, and prevalent social pressures and norms.
			SS.712.IF.3.5	Justify how history, as a medium, can assist in recognizing and rejecting contemporary cultural values that threaten human dignity and are contrary to the Gospel message.
			SS.712.IF.3.6	Demonstrate respect and appreciation for the qualities and characteristics of different cultures in order to pursue peace and understanding, knowledge and truth.

**9<sup>th</sup>-12<sup>th</sup> Grade History**

**American History**

SS.912.A	Grades 9-12 American History				
		SS.912.A.1	Use research and inquiry skills to analyze American History using primary and secondary sources.		
				SS.912.A.1.1	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
				SS.912.A.1.2	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
				SS.912.A.1.3	Utilize timelines to identify the time sequence of historical data.
				SS.912.A.1.4	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
				SS.912.A.1.5	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
				SS.912.A.1.6	Use case studies to explore social, political, legal, and economic relationships in history.
				SS.912.A.1.7	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
		SS.912.A.2	Understand the causes, course, and consequences of the Civil War and Reconstruction and its effects on the American people.		

				SS.912.A.2.1	Review causes and consequences of the Civil War.
				SS.912.A.2.2	Assess the influence of significant people or groups on Reconstruction.
				SS.912.A.2.3	Describe the issues that divided Republicans during the early Reconstruction era.
				SS.912.A.2.4	Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.
				SS.912.A.2.5	Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.
				SS.912.A.2.6	Compare the effects of the Black Codes and the Nadir on freed people, and analyze the sharecropping system and debt peonage as practiced in the United States.
				SS.912.A.2.7	Review the Native American experience.
		SS.912.A.3	Analyze the transformation of the American economy and the changing social and political conditions in response to the Industrial Revolution.		
				SS.912.A.3.1	Analyze the economic challenges to American farmers and farmers' responses to these challenges in the mid to late 1800s.
				SS.912.A.3.2	Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.
				SS.912.A.3.3	Compare the first and second Industrial Revolutions in the United States.

				SS.912.A.3.4	Determine how the development of steel, oil, transportation, communication, and business practices affected the United States economy.
				SS.912.A.3.5	Identify significant inventors of the Industrial Revolution including African Americans and women.
				SS.912.A.3.6	Analyze changes that occurred as the United States shifted from agrarian to an industrial society.
				SS.912.A.3.7	Compare the experience of European immigrants in the east to that of Asian immigrants in the west (the Chinese Exclusion Act, Gentlemen's Agreement with Japan).
				SS.912.A.3.8	Examine the importance of social change and reform in the late 19th and early 20th centuries (class system, migration from farms to cities, Social Gospel movement, role of settlement houses and churches in providing services to the poor).
				SS.912.A.3.9	Examine causes, course, and consequences of the labor movement in the late 19th and early 20th centuries.
				SS.912.A.3.10	Review different economic and philosophic ideologies.
				SS.912.A.3.11	Analyze the impact of political machines in United States cities in the late 19th and early 20th centuries.
				SS.912.A.3.12	Compare how different nongovernmental organizations and progressives worked to shape public policy, restore economic opportunities, and correct injustices in American life.
				SS.912.A.3.13	Examine key events and peoples in Florida history as they relate to United States history.
		SS.912.A.4	Demonstrate an understanding of the changing role of the United States in world affairs		

			through the end of World War I.		
				SS.912.A.4.1	Analyze the major factors that drove United States imperialism.
				SS.912.A.4.2	Explain the motives of the United States acquisition of the territories.
				SS.912.A.4.3	Examine causes, course, and consequences of the Spanish American War.
				SS.912.A.4.4	Analyze the economic, military, and security motivations of the United States to complete the Panama Canal as well as major obstacles involved in its construction.
				SS.912.A.4.5	Examine causes, course, and consequences of United States involvement in World War I.
				SS.912.A.4.6	Examine how the United States government prepared the nation for war with war measures (Selective Service Act, War Industries Board, war bonds, Espionage Act, Sedition Act, Committee of Public Information).
				SS.912.A.4.7	Examine the impact of airplanes, battleships, new weaponry and chemical warfare in creating new war strategies (trench warfare, convoys).
				SS.912.A.4.8	Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.
				SS.912.A.4.9	Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women and dissenters in the United States.
				SS.912.A.4.10	Examine the provisions of the Treaty of Versailles and the failure of the United States to support the League of Nations.

				SS.912.A.4.11	Examine key events and peoples in Florida history as they relate to United States history.
		SS.912.A.5	Analyze the effects of the changing social, political, and economic conditions of the Roaring Twenties and the Great Depression.		
				SS.912.A.5.1	Discuss the economic outcomes of demobilization.
				SS.912.A.5.2	Explain the causes of the public reaction(Sacco and Vanzetti, labor, racial unrest) associated with the Red Scare.
				SS.912.A.5.3	Examine the impact of United States foreign economic policy during the 1920s.
				SS.912.A.5.4	Evaluate how the economic boom during the Roaring Twenties changed consumers, businesses, manufacturing, and marketing practices.
				SS.912.A.5.5	Describe efforts by the United States and other world powers to avoid future wars.
				SS.912.A.5.6	Analyze the influence that Hollywood, the Harlem Renaissance, the Fundamentalist movement, and prohibition had in changing American society in the 1920s.
				SS.912.A.5.7	Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.
				SS.912.A.5.8	Compare the views of Booker T. Washington, W.E.B. DuBois, and Marcus Garvey relating to the African American experience.
				SS.912.A.5.9	Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, anti-women, and anti-union ideas.

				SS.912.A.5.10	Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.
				SS.912.A.5.11	Examine causes, course, and consequences of the Great Depression and the New Deal.
				SS.912.A.5.12	Examine key events and people in Florida history as they relate to United States history.
		SS.912.A.6	Understand the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the United States role in the post-war world.		
				SS.912.A.6.1	Examine causes, course, and consequences of World War II on the United States and the world.
				SS.912.A.6.2	Describe the United States response in the early years of World War II (Neutrality Acts, Cash and Carry, Lend Lease Act).
				SS.912.A.6.3	Analyze the impact of the Holocaust during World War II on Jews as well as other groups.
				SS.912.A.6.4	Examine efforts to expand or contract rights for various populations during World War II.
				SS.912.A.6.5	Explain the impact of World War II on domestic government policy.
				SS.912.A.6.6	Analyze the use of atomic weapons during World War II and the aftermath of the bombings.
				SS.912.A.6.7	Describe the attempts to promote international justice through the Nuremberg Trials.
				SS.912.A.6.8	Analyze the effects of the Red Scare on domestic United States policy.
				SS.912.A.6.9	Describe the rationale for the formation of the United Nations, including the contribution of Mary McLeod Bethune.

				SS.912.A.6.10	Examine causes, course, and consequences of the early years of the Cold War (Truman Doctrine, Marshall Plan, NATO, Warsaw Pact).
				SS.912.A.6.11	Examine the controversy surrounding the proliferation of nuclear technology in the United States and the world.
				SS.912.A.6.12	Examine causes, course, and consequences of the Korean War.
				SS.912.A.6.13	Analyze significant foreign policy events during the Truman, Eisenhower, Kennedy, Johnson, and Nixon administrations.
				SS.912.A.6.14	Analyze causes, course, and consequences of the Vietnam War.
				SS.912.A.6.15	Examine key events and peoples in Florida history as they relate to United States history.
		SS.912.A.7	Understand the rise and continuing international influence of the United States as a world leader and the impact of contemporary social and political movements on American life.		
				SS.912.A.7.1	Identify causes for Post-World War II prosperity and its effects on American society.
				SS.912.A.7.2	Compare the relative prosperity between different ethnic groups and social classes in the post-World War II period.
				SS.912.A.7.3	Examine the changing status of women in the United States from post-World War II to present.
				SS.912.A.7.4	Evaluate the success of 1960s era presidents' foreign and domestic policies.

				SS.912.A.7.5	Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.
				SS.912.A.7.6	Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement.
				SS.912.A.7.7	Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.
				SS.912.A.7.8	Analyze significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights.
				SS.912.A.7.9	Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.
				SS.912.A.7.10	Analyze the significance of Vietnam and Watergate on the government and people of the United States.
				SS.912.A.7.11	Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.
				SS.912.A.7.12	Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.
				SS.912.A.7.13	Analyze the attempts to extend New Deal legislation through the Great Society and the successes and failures of these programs to promote social and economic stability.
				SS.912.A.7.14	Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).
				SS.912.A.7.15	Analyze the effects of foreign and domestic terrorism on the American people.

				SS.912.A.7.16	Examine changes in immigration policy and attitudes toward immigration since 1950.
				SS.912.A.7.17	Examine key events and key people in Florida history as they relate to United States history.
<b>Civics and Government</b>					
SS.912.C	Grades 9-12 Civics and Government				
		SS.912.C.1	Demonstrate an understanding of the origins and purposes of government, law, and the American political system.		
				SS.912.C.1.1	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
				SS.912.C.1.2	Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.
				SS.912.C.1.3	Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.
				SS.912.C.1.4	Analyze and categorize the diverse viewpoints presented by the Federalists and the Anti-Federalists concerning ratification of the Constitution and inclusion of a bill of rights.
				SS.912.C.1.5	Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.
		SS.912.C.2	Evaluate the roles, rights, and responsibilities of United		

			States citizens and determine methods of active participation in society, government, and the political system.		
				SS.912.C.2.1	Evaluate the constitutional provisions establishing citizenship, and assess the criteria among citizens by birth, naturalized citizens, and non-citizens.
				SS.912.C.2.2	Evaluate the importance of political participation and civic participation.
				SS.912.C.2.3	Experience the responsibilities of citizens at the local, state, or federal levels.
				SS.912.C.2.4	Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.
				SS.912.C.2.5	Conduct a service project to further the public good.
				SS.912.C.2.6	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
				SS.912.C.2.7	Explain why rights have limits and are not absolute.
				SS.912.C.2.8	Analyze the impact of citizen participation as a means of achieving political and social change.
				SS.912.C.2.9	Identify the expansion of civil rights and liberties by examining the principles contained in primary documents.
				SS.912.C.2.10	Monitor current public issues in Florida.
				SS.912.C.2.11	Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.
				SS.912.C.2.12	Explain the changing roles of television, radio, press, and Internet in political communication.
				SS.912.C.2.13	Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.

				SS.912.C.2.14	Evaluate the processes and results of an election at the state or federal level.
				SS.912.C.2.15	Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
				SS.912.C.2.16	Analyze trends in voter turnout.
		SS.912.C.3	Demonstrate an understanding of the principles, functions, and organization of government.		
				SS.912.C.3.1	Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.
				SS.912.C.3.2	Define federalism, and identify examples of the powers granted and denied to states and the national government in the American federal system of government.
				SS.912.C.3.3	Analyze the structures, functions, and processes of the legislative branch as described in Article I of the Constitution.
				SS.912.C.3.4	Analyze the structures, functions, and processes of the executive branch as described in Article II of the Constitution.
				SS.912.C.3.5	Identify the impact of independent regulatory agencies in the federal bureaucracy.
				SS.912.C.3.6	Analyze the structures, functions, and processes of the judicial branch as described in Article III of the Constitution.
				SS.912.C.3.7	Describe the role of judicial review in American constitutional government.
				SS.912.C.3.8	Compare the role of judges on the state and federal level with other elected officials.

				SS.912.C.3.9	Analyze the various levels and responsibilities of courts in the federal and state judicial system and the relationships among them.
				SS.912.C.3.10	Evaluate the significance and outcomes of landmark Supreme Court cases.
				SS.912.C.3.11	Contrast how the Constitution safeguards and limits individual rights.
				SS.912.C.3.12	Simulate the judicial decision-making process in interpreting law at the state and federal level.
				SS.912.C.3.13	Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.
				SS.912.C.3.14	Examine constitutional powers (expressed, implied, concurrent, reserved).
				SS.912.C.3.15	Examine how power and responsibility are distributed, shared, and limited by the Constitution.
		SS.912.C.4	Demonstrate an understanding of contemporary issues in world affairs, and evaluate the role and impact of United States foreign policy.		
				SS.912.C.4.1	Explain how the world's nations are governed differently.
				SS.912.C.4.2	Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.
				SS.912.C.4.3	Assess human rights policies of the United States and other countries.
				SS.912.C.4.4	Compare indicators of democratization in multiple countries.

**Economics**

SS.912.E	Grades 9-12 Economics				
		SS.912.E.1	Understand the fundamental concepts relevant to the development of a market economy.		
				SS.912.E.1.1	Identify the factors of production and why they are necessary for the production of goods and services.
				SS.912.E.1.2	Analyze production possibilities curves to explain choice, scarcity, and opportunity costs.
				SS.912.E.1.3	Compare how the various economic systems (traditional, market, command, mixed) answer the questions: (1) What to produce?; (2) How to produce?; and (3) For whom to produce?
				SS.912.E.1.4	Define supply, demand, quantity supplied, and quantity demanded; graphically illustrate situations that would cause changes in each, and demonstrate how the equilibrium price of a product is determined by the interaction of supply and demand in the market place.
				SS.912.E.1.5	Compare different forms of business organizations.
				SS.912.E.1.6	Compare the basic characteristics of the four market structures (monopoly, oligopoly, monopolistic competition, pure competition).
				SS.912.E.1.7	Graph and explain how firms determine price and output through marginal cost analysis.
				SS.912.E.1.8	Explain ways firms engage in price and nonprice competition.
				SS.912.E.1.9	Describe how the earnings of workers are determined.
				SS.912.E.1.10	Explain the use of fiscal policy (taxation, spending) to promote price stability, full employment, and economic growth.

				SS.912.E.1.11	Explain how the Federal Reserve uses the tools of monetary policy (discount rate, reserve requirement, open market operations) to promote price stability, full employment, and economic growth.
				SS.912.E.1.12	Examine the four phases of the business cycle (peak, contraction - unemployment, trough, expansion - inflation).
				SS.912.E.1.13	Explain the basic functions and characteristics of money, and describe the composition of the money supply in the United States.
				SS.912.E.1.14	Compare credit, savings, and investment services available to the consumer from financial institutions.
				SS.912.E.1.15	Describe the risk and return profiles of various investment vehicles and the importance of diversification.
				SS.912.E.1.16	Construct a one-year budget plan for a specific career path including expenses and construction of a credit plan for purchasing a major item.
		SS.912.E.2	Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.		
				SS.912.E.2.1	Identify and explain broad economic goals.
				SS.912.E.2.2	Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
				SS.912.E.2.3	Research contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States.

				SS.912.E.2.4	Diagram and explain the problems that occur when government institutes wage and price controls, and explain the rationale for these controls.
				SS.912.E.2.5	Analyze how capital investments may impact productivity and economic growth.
				SS.912.E.2.6	Examine the benefits of natural monopolies and the purposes of government regulation of these monopolies.
				SS.912.E.2.7	Identify the impact of inflation on society.
				SS.912.E.2.8	Differentiate between direct and indirect taxes, and describe the progressivity of taxes (progressive, proportional, regressive).
				SS.912.E.2.9	Analyze how changes in federal spending and taxation affect budget deficits and surpluses and the national debt.
				SS.912.E.2.10	Describe the organization and functions of the Federal Reserve System.
				SS.912.E.2.11	Assess the economic impact of negative and positive externalities on the local, state, and national environment.
				SS.912.E.2.12	Construct a circular flow diagram for an open-market economy including elements of households, firms, government, financial institutions, product and factor markets, and international trade.
		SS.912.E.3	Understand the fundamental concepts and interrelationships of the United States economy in the international marketplace.		
				SS.912.E.3.1	Demonstrate the impact of inflation on world economies.

				SS.912.E.3.2	Examine absolute and comparative advantage, and explain why most trade occurs because of comparative advantage.
				SS.912.E.3.3	Discuss the effect of barriers to trade and why nations sometimes erect barriers to trade or establish free trade zones.
				SS.912.E.3.4	Assess the economic impact of negative and positive externalities on the international environment.
				SS.912.E.3.5	Compare the current United States economy with other developed and developing nations.
				SS.912.E.3.6	Differentiate and draw conclusions about historical economic thought theorized by economists.
<b>Financial Literacy</b>					
SS.912.FL	Grades 9-12 Financial Literacy				
		SS.912.FL.1	Earning Income		
				SS.912.FL.1.1	Discuss that people choose jobs or careers for which they are qualified based on non-income factors, such as job satisfaction, independence, risk, family, or location.
				SS.912.FL.1.2	Explain that people vary in their willingness to obtain more education or training because these decisions involve incurring immediate costs to obtain possible future benefits. Describe how discounting the future benefits of education and training may lead some people to pass up potentially high rates of return that more education and training may offer.
				SS.912.FL.1.3	Evaluate ways people can make more informed education, job, or career decisions by evaluating the benefits and costs of different choices.

				SS.912.FL.1.4	Analyze the reasons why the wage or salary paid to workers in jobs is usually determined by the labor market and that businesses are generally willing to pay more productive workers higher wages or salaries than less productive workers.
				SS.912.FL.1.5	Discuss reasons why changes in economic conditions or the labor market can cause changes in a worker's income or may cause unemployment.
				SS.912.FL.1.6	Explain that taxes are paid to federal, state, and local governments to fund government goods and services and transfer payments from government to individuals and that the major types of taxes are income taxes, payroll (Social Security) taxes, property taxes, and sales taxes.
				SS.912.FL.1.7	Discuss how people's sources of income, amount of income, as well as the amount and type of spending affect the types and amounts of taxes paid.
		SS.912.FL.2	Buying Goods and Services		
				SS.912.FL.2.1	Compare consumer decisions as they are influenced by the price of a good or service, the price of alternatives, and the consumer's income as well as his or her preferences.
				SS.912.FL.2.2	Analyze situations in which when people consume goods and services, their consumption can have positive and negative effects on others.
				SS.912.FL.2.3	Discuss that when buying a good, consumers may consider various aspects of the product including the product's features. Explain why for goods that last for a longer period of time, the consumer should consider the product's durability and maintenance costs.
				SS.912.FL.2.4	Describe ways that consumers may be influenced by how the price of a good is expressed.

				SS.912.FL.2.5	Discuss ways people incur costs and realize benefits when searching for information related to their purchases of goods and services and describe how the amount of information people should gather depends on the benefits and costs of the information.
				SS.912.FL.2.6	Explain that people may choose to donate money to charitable organizations and other not-for-profits because they gain satisfaction from donating.
				SS.912.FL.2.7	Examine governments establishing laws and institutions to provide consumers with information about goods or services being purchased and to protect consumers from fraud.
		SS.912.FL.3	Saving		
				SS.912.FL.3.1	Discuss the reasons why some people have a tendency to be impatient and choose immediate spending over saving for the future.
				SS.912.FL.3.2	Examine the ideas that inflation reduces the value of money, including savings, that the real interest rate expresses the rate of return on savings, taking into account the effect of inflation and that the real interest rate is calculated as the nominal interest rate minus the rate of inflation.
				SS.912.FL.3.3	Compare the difference between the nominal interest rate which tells savers how the dollar value of their savings or investments will grow, and the real interest rate which tells savers how the purchasing power of their savings or investments will grow.
				SS.912.FL.3.4	Describe ways that money received (or paid) in the future can be compared to money held today by discounting the future value based on the rate of interest.
				SS.912.FL.3.5	Explain ways that government agencies supervise and regulate financial institutions to help protect the

					safety, soundness, and legal compliance of the nation’s banking and financial system.
				SS.912.FL.3.6	Describe government policies that create incentives and disincentives for people to save.
				SS.912.FL.3.7	Explain how employer benefit programs create incentives and disincentives to save and how an employee’s decision to save can depend on how the alternatives are presented by the employer.
		SS.912.FL.4	Using Credit		
				SS.912.FL.4.1	Discuss ways that consumers can compare the cost of credit by using the annual percentage rate (APR), initial fees charged, and fees charged for late payment or missed payments.
				SS.912.FL.4.2	Discuss that banks and financial institutions sometimes compete by offering credit at low introductory rates, which increase after a set period of time or when the borrower misses a payment or makes a late payment.
				SS.912.FL.4.3	Explain that loans can be unsecured or secured with collateral, that collateral is a piece of property that can be sold by the lender to recover all or part of a loan if the borrower fails to repay. Explain why secured loans are viewed as having less risk and why lenders charge a lower interest rate than they charge for unsecured loans.
				SS.912.FL.4.4	Describe why people often make a cash payment to the seller of a good, is called a down payment in order to reduce the amount they need to borrow. Describe why lenders may consider loans made with a down payment to have less risk because the down payment gives the borrower some equity or ownership right away and why these loans may carry a lower interest rate.

				SS.912.FL.4.5	Explain that lenders make credit decisions based in part on consumer payment history. Credit bureaus record borrowers credit and payment histories and provide that information to lenders in credit reports.
				SS.912.FL.4.6	Discuss that lenders can pay to receive a borrower's credit score from a credit bureau and that a credit score is a number based on information in a credit report and assesses a person's credit risk.
				SS.912.FL.4.7	Describe that, in addition to assessing a person's credit risk, credit reports and scores may be requested and used by employers in hiring decisions, landlords in deciding whether to rent apartments, and insurance companies in charging premiums.
				SS.912.FL.4.8	Examine the fact that failure to repay a loan has significant consequences for borrowers such as negative entries on their credit report, repossession of property (collateral), garnishment of wages, and the inability to obtain loans in the future.
				SS.912.FL.4.9	Explain that consumers who have difficulty repaying debt can seek assistance through credit counseling services and by negotiating directly with creditors.
				SS.912.FL.4.10	Analyze the fact that, in extreme cases, bankruptcy may be an option for consumers who are unable to repay debt, and although bankruptcy provides some benefits, filing for bankruptcy also entails considerable costs, including having notice of the bankruptcy appear on a consumer's credit report for up to 10 years.
				SS.912.FL.4.11	Explain that people often apply for a mortgage to purchase a home and identify a mortgage is a type of loan that is secured by real estate property as collateral.

				SS.912.FL.4.12	Discuss that consumers who use credit should be aware of laws that are in place to protect them and that these include requirements to provide full disclosure of credit terms such as APR and fees, as well as protection against discrimination and abusive marketing or collection practices.
				SS.912.FL.4.13	Explain that consumers are entitled to a free copy of their credit report annually so that they can verify that no errors were made that might increase their cost of credit.
		SS.912.FL.5	Financial Literacy		
				SS.912.FL.5.1	Compare the ways that federal, state, and local tax rates vary on different types of investments. Describe the taxes effect on the after-tax rate of return of an investment.
				SS.912.FL.5.2	Explain how the expenses of buying, selling, and holding financial assets decrease the rate of return from an investment.
				SS.912.FL.5.3	Discuss that buyers and sellers in financial markets determine prices of financial assets and therefore influence the rates of return on those assets.
				SS.912.FL.5.4	Explain that an investment with greater risk than another investment will commonly have a lower market price, and therefore a higher rate of return, than the other investment.
				SS.912.FL.5.5	Explain that shorter-term investments will likely have lower rates of return than longer-term investments.
				SS.912.FL.5.6	Describe how diversifying investments in different types of financial assets can lower investment risk.
				SS.912.FL.5.7	Describe how financial markets adjust to new financial news and that prices in those markets reflect what is known about those financial assets.

				SS.912.FL.5.8	Discuss ways that the prices of financial assets are affected by interest rates and explain that the prices of financial assets are also affected by changes in domestic and international economic conditions, monetary policy, and fiscal policy.
				SS.912.FL.5.9	Examine why investors should be aware of tendencies that people have that may result in poor choices, which may include avoiding selling assets at a loss because they weigh losses more than they weigh gains and investing in financial assets with which they are familiar, such as their own employer's stock or domestic rather than international stocks.
				SS.912.FL.5.10	Explain that people vary in their willingness to take risks because the willingness to take risks depends on factors such as personality, income, and family situation.
				SS.912.FL.5.11	Describe why an economic role for a government may exist if individuals do not have complete information about the nature of alternative investments or access to competitive financial markets.
				SS.912.FL.5.12	Compare the Securities and Exchange Commission (SEC), the Federal Reserve, and other government agencies that regulate financial markets.
		SS.912.FL.6	Protecting and Insuring		
				SS.912.FL.6.1	Describe how individuals vary with respect to their willingness to accept risk and why most people are willing to pay a small cost now if it means they can avoid a possible larger loss later.
				SS.912.FL.6.2	Analyze how judgment regarding risky events is subject to errors because people tend to overestimate

					the probability of infrequent events, often because they've heard of or seen a recent example.
				SS.912.FL.6.3	Describe why people choose different amounts of insurance coverage based on their willingness to accept risk, as well as their occupation, lifestyle, age, financial profile, and the price of insurance.
				SS.912.FL.6.4	Explain that people may be required by governments or by certain types of contracts (e.g., home mortgages) to purchase some types of insurance.
				SS.912.FL.6.5	Describe how an insurance contract can increase the probability or size of a potential loss because having the insurance results in the person taking more risks, and that policy features such as deductibles and copayments are cost-sharing features that encourage the policyholder to take steps to reduce the potential size of a loss (claim).
				SS.912.FL.6.6	Explain that people can lower insurance premiums by behaving in ways that show they pose a lower risk.
				SS.912.FL.6.7	Compare the purposes of various types of insurance, including that health insurance provides for funds to pay for health care in the event of illness and may also pay for the cost of preventative care; disability insurance is income insurance that provides funds to replace income lost while an individual is ill or injured and unable to work; property and casualty insurance pays for damage or loss to the insured's property; life insurance benefits are paid to the insured's beneficiaries in the event of the policyholder's death.
				SS.912.FL.6.8	Discuss the fact that, in addition to privately purchased insurance, some government benefit programs provide a social safety net to protect

					individuals from economic hardship created by unexpected events.
				SS.912.FL.6.9	Explain that loss of assets, wealth, and future opportunities can occur if an individual’s personal information is obtained by others through identity theft and then used fraudulently, and that by managing their personal information and choosing the environment in which it is revealed, individuals can accept, reduce, and insure against the risk of loss due to identity theft.
				SS.912.FL.6.10	Compare federal and state regulations that provide some remedies and assistance for victims of identity theft.
<b>Geography</b>					
SS.912.G	Grades 9-12 Geography				
		SS.912.G.1	Understand how to use maps and other geographic representations, tools and technology to report information.		
				SS.912.G.1.1	Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
				SS.912.G.1.2	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
				SS.912.G.1.3	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
				SS.912.G.1.4	Analyze geographic information from a variety of sources including primary sources, atlases, computer,

					and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.
		SS.912.G.2	Understand physical and cultural characteristics of places.		
				SS.912.G.2.1	Identify the physical characteristics and the human characteristics that define and differentiate regions.
				SS.912.G.2.2	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
				SS.912.G.2.3	Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.
				SS.912.G.2.4	Use geographic terms and tools to analyze case studies of how selected regions change over time.
				SS.912.G.2.5	Use geographic terms and tools to analyze case studies of debates over how human actions modify a selected region.
		SS.912.G.3	Understand the relationships between the Earth's ecosystems and the populations that dwell within them.		
				SS.912.G.3.1	Use geographic terms to locate and describe major ecosystems of Earth.
				SS.912.G.3.2	Use geographic terms and tools to explain how weather and climate influence the natural character of a place.
				SS.912.G.3.3	Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in Florida, the United States, and the world.

				SS.912.G.3.4	Use geographic terms and tools to explain how the Earth's internal changes and external changes influence the character of places.
				SS.912.G.3.5	Use geographic terms and tools to explain how hydrology influences the physical character of a place.
		SS.912.G.4	Understand the characteristics, distribution, and migration of human populations.		
				SS.912.G.4.1	Interpret population growth and other demographic data for any given place.
				SS.912.G.4.2	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
				SS.912.G.4.3	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
				SS.912.G.4.4	Use geographic terms and tools to analyze case studies of issues in globalization.
				SS.912.G.4.5	Use geographic terms and tools to analyze case studies of the development, growth, and changing nature of cities and urban centers.
				SS.912.G.4.6	Use geographic terms and tools to predict the effect of a change in a specific characteristic of a place on the human population of that place.
				SS.912.G.4.7	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
				SS.912.G.4.8	Use geographic concepts to analyze spatial phenomena and to discuss economic, political, and social factors that define and interpret space.

				SS.912.G.4.9	Use political maps to describe the change in boundaries and governments within continents over time.
		SS.912.G.5	Understand how human actions can impact the environment.		
				SS.912.G.5.1	Analyze case studies of how the Earth's physical systems affect humans.
				SS.912.G.5.2	Analyze case studies of how changes in the physical environment of a place can increase or diminish its capacity to support human activity.
				SS.912.G.5.3	Analyze case studies of the effects of human use of technology on the environment of places.
				SS.912.G.5.4	Analyze case studies of how humans impact the diversity and productivity of ecosystems.
				SS.912.G.5.5	Use geographic terms and tools to analyze case studies of policies and programs for resource use and management.
				SS.912.G.5.6	Analyze case studies to predict how a change to an environmental factor can affect an ecosystem.
		SS.912.G.6	Understand how to apply geography to interpret the past and present and plan for the future.		
				SS.912.G.6.1	Use appropriate maps and other graphic representations to analyze geographic problems and changes over time.
				SS.912.G.6.2	Develop databases about specific places and provide a simple analysis about their importance.
				SS.912.G.6.3	Formulate hypotheses and test geographic models that demonstrate complex relationships between physical and cultural phenomena.

				SS.912.G.6.4	Translate narratives about places and events into graphic representations.
				SS.912.G.6.5	Develop criteria for assessing issues relating to human spatial organization and environmental stability to identify solutions.
<b>Humanities</b>					
SS.912.H	Grades 9-12 Humanities				
		SS.912.H.1	Identify and analyze the historical, social, and cultural contexts of the arts.		
				SS.912.H.1.1	Relate works in the arts (architecture, dance, music, theatre, and visual arts) of varying styles and genre according to the periods in which they were created.
				SS.912.H.1.2	Describe how historical events, social context, and culture impact forms, techniques, and purposes of works in the arts, including the relationship between a government and its citizens.
				SS.912.H.1.3	Relate works in the arts to various cultures.
				SS.912.H.1.4	Explain philosophical beliefs as they relate to works in the arts.
				SS.912.H.1.5	Examine artistic response to social issues and new ideas in various cultures.
				SS.912.H.1.6	Analyze how current events are explained by artistic and cultural trends of the past.
				SS.912.H.1.7	Know terminology of art forms (narthex, apse, triforium of Gothic cathedral) within cultures and use appropriately in oral and written references.
		SS.912.H.2	Respond critically and aesthetically to various works in the arts.		

				SS.912.H.2.1	Identify specific characteristics of works within various art forms (architecture, dance, film, literature, music, theatre, and visual arts).
				SS.912.H.2.2	Classify styles, forms, types, and genres within art forms.
				SS.912.H.2.3	Apply various types of critical analysis (contextual, formal, and intuitive criticism) to works in the arts, including the types and use of symbolism within art forms and their philosophical implications.
				SS.912.H.2.4	Examine the effects that works in the arts have on groups, individuals, and cultures.
				SS.912.H.2.5	Describe how historical, social, cultural, and physical settings influence an audience's aesthetic response.
		SS.912.H.3	Understand how transportation, trade, communication, science, and technology influence the progression and regression of cultures.		
				SS.912.H.3.1	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
				SS.912.H.3.2	Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.
				SS.912.H.3.3	Identify contributions made by various world cultures through trade and communication, and form a hypothesis on future contributions and changes.
SS.912.P	Grades 9-12 Psychology				

		SS.912.P.1	Scientific Inquiry Domain/Perspectives in Psychological Science		
				SS.912.P.1.1	Define psychology as a discipline and identify its goals as a science.
				SS.912.P.1.2	Describe the emergence of psychology as a scientific discipline.
				SS.912.P.1.3	Describe perspectives employed to understand behavior and mental processes.
				SS.912.P.1.4	Discuss the value of both basic and applied psychological research with human and non-human animals.
				SS.912.P.1.5	Describe the major subfields of psychology.
				SS.912.P.1.6	Identify the important role psychology plays in benefiting society and improving peoples lives.
		SS.912.P.2	Scientific Inquiry Domain/Research Methods, Measurement, and Statistics		
				SS.912.P.2.1	Describe the scientific method and its role in psychology.
				SS.912.P.2.2	Describe and compare a variety of quantitative (e.g., surveys, correlations, experiments) and qualitative (e.g., interviews, narratives, focus groups) research methods.
				SS.912.P.2.3	Define systematic procedures used to improve the validity of research findings, such as external validity.
				SS.912.P.2.4	Discuss how and why psychologists use non-human animals in research.
				SS.912.P.2.5	Identify ethical standards psychologists must address regarding research with human participants.

				SS.912.P.2.6	Identify ethical guidelines psychologists must address regarding research with non-human animals.
				SS.912.P.2.7	Define descriptive statistics and explain how they are used by psychological scientists.
				SS.912.P.2.8	Define forms of qualitative data and explain how they are used by psychological scientists.
				SS.912.P.2.9	Define correlation coefficients and explain their appropriate interpretation.
				SS.912.P.2.10	Interpret graphical representations of data as used in both quantitative and qualitative methods.
				SS.912.P.2.11	Explain other statistical concepts, such as statistical significance and effect size.
				SS.912.P.2.12	Explain how validity and reliability of observations and measurements relate to data analysis.
		SS.912.P.3	Biopsychology Domain/Biological Bases of Behavior		
				SS.912.P.3.1	Identify the major divisions and subdivisions of the human nervous system.
				SS.912.P.3.2	Identify the parts of the neuron and describe the basic process of neural transmission.
				SS.912.P.3.3	Differentiate between the structures and functions of the various parts of the central nervous system.
				SS.912.P.3.4	Describe lateralization of brain functions.
				SS.912.P.3.5	Discuss the mechanisms and the importance of plasticity of the nervous system.
				SS.912.P.3.6	Describe how the endocrine glands are linked to the nervous system.
				SS.912.P.3.7	Describe the effects of hormones on behavior and mental processes.
				SS.912.P.3.8	Describe hormone effects on the immune system.
				SS.912.P.3.9	Describe concepts in genetic transmission.

				SS.912.P.3.10	Describe the interactive effects of heredity and environment.
				SS.912.P.3.11	Explain how evolved tendencies influence behavior.
				SS.912.P.3.12	Identify tools used to study the nervous system.
				SS.912.P.3.13	Describe advances made in neuroscience.
				SS.912.P.3.14	Discuss issues related to scientific advances in neuroscience and genetics.
		SS.912.P.4	Biopsychology Domain/Sensation and Perception		
				SS.912.P.4.1	Discuss processes of sensation and perception and how they interact
				SS.912.P.4.2	Explain the concepts of threshold and adaptation.
				SS.912.P.4.3	List forms of physical energy for which humans and non-human animals do and do not have sensory receptors.
				SS.912.P.4.4	Describe the visual sensory system.
				SS.912.P.4.5	Describe the auditory sensory system.
				SS.912.P.4.6	Describe other sensory systems, such as olfaction, gustation, and some touch (e.g., skin senses, kinesthesia, and vestibular sense).
				SS.912.P.4.7	Explain Gestalt principles of perception.
				SS.912.P.4.8	Describe binocular and monocular depth cues.
				SS.912.P.4.9	Describe the importance of perceptual constancies.
				SS.912.P.4.10	Describe perceptual illusions.
				SS.912.P.4.11	Describe the nature of attention.
				SS.912.P.4.12	Explain how experiences and expectations influence perception.
		SS.912.P.5	Biopsychology Domain/Consciousness		
				SS.912.P.5.1	Identify states of consciousness.

				SS.912.P.5.2	Distinguish between processing that is conscious (i.e., explicit) and other processing that happens without conscious awareness (i.e., implicit).
				SS.912.P.5.3	Describe the circadian rhythm and its relation to sleep.
				SS.912.P.5.4	Describe the sleep cycle.
				SS.912.P.5.5	Compare theories about the functions of sleep.
				SS.912.P.5.6	Describe types of sleep disorders.
				SS.912.P.5.7	Compare theories about the functions of dreams.
				SS.912.P.5.8	Characterize the major categories of psychoactive drugs and their effects.
				SS.912.P.5.9	Describe how psychoactive drugs act at the synaptic level.
				SS.912.P.5.10	Evaluate the biological and psychological effects of psychoactive drugs.
				SS.912.P.5.11	Explain how culture and expectations influence the use and experience of drugs.
				SS.912.P.5.12	Describe meditation and relaxation and their effects.
				SS.912.P.5.13	Describe hypnosis and controversies surrounding its nature and use.
				SS.912.P.5.14	Describe flow states.
		SS.912.P.6	Development and Learning Domain/Life Span Development		
				SS.912.P.6.1	Explain the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development.
				SS.912.P.6.2	Explain issues of continuity/discontinuity and stability/change.
				SS.912.P.6.3	Distinguish methods used to study development.

				SS.912.P.6.4	Describe the role of sensitive and critical periods in development.
				SS.912.P.6.5	Discuss issues related to the end of life.
				SS.912.P.6.6	Discuss theories of cognitive development.
				SS.912.P.6.7	Discuss theories of moral development.
				SS.912.P.6.8	Discuss theories of social development.
				SS.912.P.6.9	Describe physical development from conception through birth and identify influences on prenatal development.
				SS.912.P.6.10	Describe newborns reflexes, temperament, and abilities.
				SS.912.P.6.11	Describe physical and motor development in infancy.
				SS.912.P.6.12	Describe how infant perceptual abilities and intelligence develop.
				SS.912.P.6.13	Describe the development of attachment and the role of the caregiver.
				SS.912.P.6.14	Describe the development of communication and language in infancy.
				SS.912.P.6.15	Describe physical and motor development in childhood.
				SS.912.P.6.16	Describe how memory and thinking ability develops in childhood.
				SS.912.P.6.17	Describe social, cultural, and emotional development through childhood.
				SS.912.P.6.18	Identify major physical changes in adolescence.
				SS.912.P.6.19	Describe the development of reasoning and morality in adolescence.
				SS.912.P.6.20	Describe identity formation in adolescence.
				SS.912.P.6.21	Discuss the role of family and peers in adolescent development.

				SS.912.P.6.22	Identify major physical changes associated with adulthood and aging.
				SS.912.P.6.23	Describe cognitive changes in adulthood and aging.
				SS.912.P.6.24	Discuss social, cultural, and emotional issues in aging.
		SS.912.P.7	Development and Learning domain/Learning		
				SS.912.P.7.1	Describe the principles of classical conditioning.
				SS.912.P.7.2	Describe clinical and experimental examples of classical conditioning.
				SS.912.P.7.3	Apply classical conditioning to everyday life.
				SS.912.P.7.4	Describe the Law of Effect.
				SS.912.P.7.5	Describe the principles of operant conditioning.
				SS.912.P.7.6	Describe clinical and experimental examples of operant conditioning.
				SS.912.P.7.7	Apply operant conditioning to everyday life.
				SS.912.P.7.8	Describe the principles of observational and cognitive learning.
				SS.912.P.7.9	Apply observational and cognitive learning to everyday life.
		SS.912.P.8	Development and Learning Domain/Language Development		
				SS.912.P.8.1	Describe the structure and function of language.
				SS.912.P.8.1	Discuss the relationship between language and thought.
				SS.912.P.8.3	Explain the process of language acquisition.
				SS.912.P.8.4	Discuss how acquisition of a second language can affect language development and possibly other cognitive processes.
				SS.912.P.8.5	Evaluate the theories of language acquisition.

				SS.912.P.8.6	Identify the brain structures associated with language.
				SS.912.P.8.7	Discuss how damage to the brain may affect language.
		SS.912.P.9	Sociocultural Context Domain/Social Interactions		
				SS.912.P.9.1	Describe attributional explanations of behavior.
				SS.912.P.9.2	Describe the relationship between attitudes (implicit and explicit) and behavior.
				SS.912.P.9.3	Identify persuasive methods used to change attitudes.
				SS.912.P.9.4	Describe the power of the situation.
				SS.912.P.9.5	Describe effects of others presence on individuals behavior.
				SS.912.P.9.6	Describe how group dynamics influence behavior.
				SS.912.P.9.7	Discuss how an individual influences group behavior.
				SS.912.P.9.8	Discuss the nature and effects of stereotyping, prejudice, and discrimination.
				SS.912.P.9.9	Describe determinants of prosocial behavior.
				SS.912.P.9.10	Discuss influences upon aggression and conflict.
				SS.912.P.9.11	Discuss factors influencing attraction and relationships.
		SS.912.P.10	Sociocultural Context Domain/Sociocultural Diversity		
				SS.912.P.10.1	Define culture and diversity.
				SS.912.P.10.2	Identify how cultures change over time and vary within nations and internationally.
				SS.912.P.10.3	Discuss the relationship between culture and conceptions of self and identity.

				SS.912.P.10.4	Discuss psychological research examining race and ethnicity.
				SS.912.P.10.5	Discuss psychological research examining socioeconomic status.
				SS.912.P.10.6	Discuss how privilege and social power structures relate to stereotypes, prejudice, and discrimination.
				SS.912.P.10.7	Discuss psychological research examining gender identity.
				SS.912.P.10.8	Discuss psychological research examining diversity in sexual orientation.
				SS.912.P.10.9	Compare and contrast gender identity and sexual orientation.
				SS.912.P.10.10	Discuss psychological research examining gender similarities and differences and the impact of gender discrimination.
				SS.912.P.10.11	Discuss the psychological research on gender and how the roles of women and men in societies are perceived.
				SS.912.P.10.12	Examine how perspectives affect stereotypes and treatment of minority and majority groups in society.
				SS.912.P.10.13	Discuss psychological research examining differences in individual cognitive and physical abilities.
				SS.912.P.10.14	Examine societal treatment of people with disabilities and the effect of treatment by others on individual identity/status.
		SS.912.P.11	Cognition Domain/Memory		
				SS.912.P.11.1	Identify factors that influence encoding.
				SS.912.P.11.2	Characterize the difference between shallow (surface) and deep (elaborate) processing.
				SS.912.P.11.3	Discuss strategies for improving the encoding of memory.

				SS.912.P.11.4	Describe the differences between working memory and long-term memory.
				SS.912.P.11.5	Identify and explain biological processes related to how memory is stored.
				SS.912.P.11.6	Discuss types of memory and memory disorders (e.g., amnesias, dementias).
				SS.912.P.11.7	Discuss strategies for improving the storage of memories.
				SS.912.P.11.8	Analyze the importance of retrieval cues in memory.
				SS.912.P.11.9	Explain the role that interference plays in retrieval.
				SS.912.P.11.10	Discuss the factors influencing how memories are retrieved.
				SS.912.P.11.11	Explain how memories can be malleable.
				SS.912.P.11.12	Discuss strategies for improving the retrieval of memories.
		SS.912.P.12	Cognition Domain/Thinking		
				SS.912.P.12.1	Define cognitive processes involved in understanding information.
				SS.912.P.12.2	Define processes involved in problem solving and decision making.
				SS.912.P.12.3	Discuss non-human problem-solving abilities.
				SS.912.P.12.4	Describe obstacles to problem solving.
				SS.912.P.12.5	Describe obstacles to decision making.
				SS.912.P.12.6	Describe obstacles to making good judgments.
		SS.912.P.13	Cognition Domain/Intelligence		
				SS.912.P.13.1	Discuss intelligences a general factor.
				SS.912.P.13.2	Discuss alternative conceptualizations of intelligence.
				SS.912.P.13.3	Describe the extremes of intelligence.

				SS.912.P.13.4	Discuss the history of intelligence testing, including historical use and misuse in the context of fairness.
				SS.912.P.13.5	Identify current methods of assessing human abilities.
				SS.912.P.13.6	Identify measures of and data on reliability and validity for intelligence test scores.
				SS.912.P.13.7	Discuss issues related to the consequences of intelligence testing.
				SS.912.P.13.8	Discuss the influences of biological, cultural, and environmental factors on intelligence.
		SS.912.P.14	Individual Variations Domain/Motivation		
				SS.912.P.14.1	Explain biologically based theories of motivation.
				SS.912.P.14.2	Explain cognitively based theories of motivation.
				SS.912.P.14.3	Explain humanistic theories of motivation.
				SS.912.P.14.4	Explain the role of culture in human motivation.
				SS.912.P.14.5	Discuss eating behavior.
				SS.912.P.14.6	Discuss sexual behavior and orientation.
				SS.912.P.14.7	Discuss achievement motivation.
				SS.912.P.14.8	Discuss other ways in which humans and non-human animals are motivated.
		SS.912.P.15	Individual Variations Domain/Emotion		
				SS.912.P.15.1	Explain the biological and cognitive components of emotion.
				SS.912.P.15.2	Discuss psychological research on basic human emotions.
				SS.912.P.15.3	Differentiate among theories of emotional experience.
				SS.912.P.15.4	Explain how biological factors influence emotional interpretation and expression.

				SS.912.P.15.5	Explain how culture and gender influence emotional interpretation and expression.
				SS.912.P.15.6	Explain how other environmental factors influence emotional interpretation and expression.
				SS.912.P.15.7	Identify biological and environmental influences on the expression experience of negative emotions, such as fear.
				SS.912.P.15.8	Identify biological and environmental influences on the expression and experience of positive emotions, such as happiness.
		SS.912.P.16	Individual Variations Domain/Personality		
				SS.912.P.16.1	Evaluate psychodynamic theories.
				SS.912.P.16.2	Evaluate trait theories.
				SS.912.P.16.3	Evaluate humanistic theories.
				SS.912.P.16.4	Evaluate social-cognitive theories.
				SS.912.P.16.5	Differentiate personality assessment techniques.
				SS.912.P.16.6	Discuss the reliability and validity of personality assessment techniques.
				SS.912.P.16.7	Discuss biological and situational influences.
				SS.912.P.16.8	Discuss stability and change.
				SS.912.P.16.9	Discuss connection to health and work on personality.
				SS.912.P.16.10	Discuss self-concept.
				SS.912.P.16.11	Analyze how individualistic and collectivistic cultural perspectives relate to personality.
		SS.912.P.17	Individual Variations Domain/Psychological Disorders		
				SS.912.P.17.1	Define psychologically abnormal behavior.

				SS.912.P.17.2	Describe historical and cross-cultural views of abnormality.
				SS.912.P.17.3	Describe major models of abnormality.
				SS.912.P.17.4	Discuss how stigma relates to abnormal behavior.
				SS.912.P.17.5	Discuss the impact of psychological disorders on the individual, family, and society.
				SS.912.P.17.6	Describe the classification of psychological disorders.
				SS.912.P.17.7	Discuss the challenges associated with diagnosis.
				SS.912.P.17.8	Describe symptoms and causes of major categories of psychological disorders (including schizophrenic, mood, anxiety, and personality disorders).
				SS.912.P.17.9	Evaluate how different factors influence an individuals experience of psychological disorders.
		SS.912.P.18	Applications of Psychological Science Domain/Treatment of Psychological Disorders		
				SS.912.P.18.1	Explain how psychological treatments have changed over time and among cultures.
				SS.912.P.18.2	Match methods of treatment to psychological perspectives.
				SS.912.P.18.3	Explain why psychologists use a variety of treatment options.
				SS.912.P.18.4	Identify biomedical treatments.
				SS.912.P.18.5	Identify psychological treatments.
				SS.912.P.18.6	Describe appropriate treatments for different age groups.
				SS.912.P.18.7	Evaluate the efficacy of treatments for particular disorders.
				SS.912.P.18.8	Identify other factors that improve the efficacy of treatment.

				SS.912.P.18.9	Identify treatment providers for psychological disorders and the training required for each.
				SS.912.P.18.10	Identify ethical challenges involved in delivery of treatment.
				SS.912.P.18.11	Identify national and local resources available to support individuals with psychological disorders and their families (e.g., NAMI and support groups).
		SS.912.P.19	Applications of Psychological Science Domain/Health		
				SS.912.P.19.1	Define stress as a psychophysiological reaction.
				SS.912.P.19.2	Identify and explain potential sources of stress.
				SS.912.P.19.3	Explain physiological and psychological consequences of stress for health.
				SS.912.P.19.4	Identify and explain physiological, cognitive, and behavioral strategies to deal with stress.
				SS.912.P.19.5	Identify ways to promote mental health and physical fitness.
				SS.912.P.19.6	Describe the characteristics of and factors that promote resilience and optimism.
				SS.912.P.19.7	Distinguish between effective and ineffective means of dealing with stressors and other health issues.
		SS.912.P.20	Applications of Psychological Science Domain/Vocational Applications		
				SS.912.P.20.1	Identify careers in psychological science and practice.
				SS.912.P.20.2	Identify resources to help select psychology programs for further study.
				SS.912.P.20.3	Identify degree requirements for psychologists and psychology-related careers.

				SS.912.P.20.4	Identify careers related to psychology.
				SS.912.P.20.5	Discuss ways in which psychological science addresses domestic and global issues.
				SS.912.P.20.6	Identify careers in psychological science that have evolved as a result of domestic and global issues.
<b>Sociology</b>					
SS.912.S	Grades 9-12 Sociology				
		SS.912.S.1	Foundations of Sociology as a Social Science/Identify methods and strategies of research and examine the contributions of sociology to the understanding of social issues.		
				SS.912.S.1.1	Discuss the development of the field of sociology as a social science.
				SS.912.S.1.2	Identify early leading theorists within social science.
				SS.912.S.1.3	Compare sociology with other social science disciplines.
				SS.912.S.1.4	Examine changing points of view of social issues, such as poverty, crime and discrimination.
				SS.912.S.1.5	Evaluate various types of sociologic research methods.
				SS.912.S.1.6	Distinguish fact from opinion in data sources to analyze various points of view about a social issue.
				SS.912.S.1.7	Determine cause-and-effect relationship issues among events as they relate to sociology.
				SS.912.S.1.8	Identify, evaluate and use appropriate reference materials and technology to interpret information about cultural life in the United States and other world cultures, both in the past and today.

				SS.912.S.1.9	Develop a working definition of sociology that has personal application.
		SS.912.S.2	Culture/Examine the influence on the individual and the way cultural transmission is accomplished.		
				SS.912.S.2.1	Define the key components of a culture, such as knowledge, language and communication, customs, values, norms, and physical objects.
				SS.912.S.2.2	Explain the differences between a culture and a society.
				SS.912.S.2.3	Recognize the influences of genetic inheritance and culture on human behavior.
				SS.912.S.2.4	Give examples of subcultures and describe what makes them unique.
				SS.912.S.2.5	Compare social norms among various subcultures.
				SS.912.S.2.6	Identify the factors that promote cultural diversity within the United States.
				SS.912.S.2.7	Explain how various practices of the culture create differences within group behavior.
				SS.912.S.2.8	Compare and contrast different types of societies, such as hunting and gathering, agrarian, industrial, and post-industrial.
				SS.912.S.2.9	Prepare original written and oral reports and presentations on specific events, people or historical eras.
				SS.912.S.2.10	Identify both rights and responsibilities the individual has to the group.
				SS.912.S.2.11	Demonstrate democratic approaches to managing disagreements and resolving conflicts within a culture.

				SS.912.S.2.12	Compare and contrast ideas about citizenship and cultural participation from the past with those of the present community.
		SS.912.S.3	Social Status/Identify how social status influences individual and group behaviors and how that status relates to the position a person occupies within a social group.		
				SS.912.S.3.1	Describe how social status affects social order.
				SS.912.S.3.2	Explain how roles and role expectations can lead to role conflict.
				SS.912.S.3.3	Examine and analyze various points of view relating to historical and current events.
		SS.912.S.4	Social Groups/Explore the impacts of social groups on individual and group behavior.		
				SS.912.S.4.1	Describe how individuals are affected by the different social groups to which they belong.
				SS.912.S.4.2	Identify major characteristics of social groups familiar to the students.
				SS.912.S.4.3	Examine the ways that groups function, such as roles, interactions and leadership.
				SS.912.S.4.4	Discuss the social norms of at least two groups to which the student belongs.
				SS.912.S.4.5	Analyze what can occur when the rules of behavior are broken and analyze the possible consequences for unacceptable behavior.
				SS.912.S.4.6	Identify the various types of norms (folkways, mores, laws, and taboos) and explain why these rules of behavior are considered important to society.

				SS.912.S.4.7	Discuss the concept of deviance and how society discourages deviant behavior using social control.
				SS.912.S.4.8	Explain how students are members of primary and secondary groups and how those group memberships influence students' behavior.
				SS.912.S.4.9	Discuss how formal organizations influence behavior of their members.
				SS.912.S.4.10	Distinguish the degree of assimilation that ethnic, cultural, and social groups achieve with the United States culture.
				SS.912.S.4.11	Discuss how humans interact in a variety of social settings.
				SS.912.S.4.12	Determine the cultural patterns of behavior within such social groups as rural/urban or rich/poor.
				SS.912.S.4.13	Investigate and compare the ideas about citizenship and cultural participation of social groups from the past with those of the present community.
		SS.912.S.5	Social Institutions/Identify the effects of social institutions on individual and group behavior.		
				SS.912.S.5.1	Identify basic social institutions and explain their impact on individuals, groups and organizations within society and how they transmit the values of society.
				SS.912.S.5.2	Discuss the concept of political power and factors that influence political power.
				SS.912.S.5.3	Discuss how societies recognize rites of passage.
				SS.912.S.5.4	Investigate stereotypes of the various United States subcultures, such as: American Indian, American cowboys, teenagers, Americans, gangs, and hippies, from a world perspective.

				SS.912.S.5.5	Define ethnocentrism and explain how it can be beneficial or destructive to a culture.
				SS.912.S.5.6	Identify the factors that influence change in social norms over time.
				SS.912.S.5.7	Use various resources to interpret information about cultural life in the United States and other world cultures, both in the past and today.
				SS.912.S.5.8	Analyze the primary and secondary groups common to different age groups in society.
				SS.912.S.5.9	Conduct research and analysis on an issue associated with social structure or social institutions.
				SS.912.S.5.10	Identify both rights and responsibilities the individual has to primary and secondary groups.
				SS.912.S.5.11	Demonstrate democratic approaches to managing disagreements and solving conflicts within a social institution.
				SS.912.S.5.12	Explain how roles and role expectations can lead to role conflict.
		SS.912.S.6	Social Change/Examine the changing nature of society.		
				SS.912.S.6.1	Describe how and why societies change over time.
				SS.912.S.6.2	Examine various social influences that can lead to immediate and long-term changes.
				SS.912.S.6.3	Describe how collective behavior can influence and change society.
				SS.912.S.6.4	Examine how technological innovations and scientific discoveries have influenced major social institutions.
				SS.912.S.6.5	Discuss how social interactions and culture could be affected in the future due to innovations in science and technological change.

				SS.912.S.6.6	Describe how the role of the mass media has changed over time and project what changes might occur in the future.
				SS.912.S.6.7	Distinguish major differences between social movements and collective behavior with examples from history and the contemporary world.
				SS.912.S.6.8	Investigate the consequences in society as result of changes.
				SS.912.S.6.9	Trace the development of the use of a specific type of technology in the community.
				SS.912.S.6.10	Propose a plan to improve a social structure, and design the means needed to implement the change.
				SS.912.S.6.11	Cite examples of the use of technology in social research.
				SS.912.S.6.12	Evaluate a current issue that has resulted from scientific discoveries and/or technological innovations.
		SS.912.S.7	Social Problems/Analyze a range of social problems in today's world.		
				SS.912.S.7.1	Identify characteristics of a social problem, as opposed to an individual problem.
				SS.912.S.7.2	Describe how social problems have changed over time.
				SS.912.S.7.3	Explain how patterns of behavior are found with certain social problems.
				SS.912.S.7.4	Discuss the implications of social problems for society.
				SS.912.S.7.5	Examine how individual and group responses are often associated with social problems.
				SS.912.S.7.6	Evaluate possible solutions to resolving social problems and the consequences that might result from those solutions.

				SS.912.S.7.7	Survey local agencies involved in addressing social problems to determine the extent of the problems in the local community.
				SS.912.S.7.8	Design and carry out school- and community-based projects to address a local aspect of a social problem.
		SS.912.S.8	Individual and Community/Examine the role of the individual as a member of the community; explore both individual and collective behavior.		
				SS.912.S.8.1	Describe traditions, roles, and expectations necessary for a community to continue.
				SS.912.S.8.2	Describe how collective behavior (working in groups) can influence and change society. Use historical and contemporary examples to define collective behavior.
				SS.912.S.8.3	Discuss theories that attempt to explain collective behavior.
				SS.912.S.8.4	Define a social issue to be analyzed.
				SS.912.S.8.5	Examine factors that could lead to the breakdown and disruption of an existing community.
				SS.912.S.8.6	Discuss the impact of leaders of different social movements.
				SS.912.S.8.7	Define propaganda and discuss the methods of propaganda and discuss the methods of propaganda used to influence social behavior.
				SS.912.S.8.8	Discuss both the benefits and social costs of collective behavior in society.
				SS.912.S.8.9	Identify a community social problem and discuss appropriate actions to address the problem.
				SS.912.S.8.10	Investigate how incorrect communications, such as rumors or gossip, can influence group behavior.

**World History**

SS.912.W	Grades 9-12 World History				
		SS.912.W.1	Utilize historical inquiry skills and analytical processes.		
				SS.912.W.1.1	Use timelines to establish cause and effect relationships of historical events.
				SS.912.W.1.2	Compare time measurement systems used by different cultures.
				SS.912.W.1.3	Interpret and evaluate primary and secondary sources.
				SS.912.W.1.4	Explain how historians use historical inquiry and other sciences to understand the past.
				SS.912.W.1.5	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
				SS.912.W.1.6	Evaluate the role of history in shaping identity and character.
		SS.912.W.2	Recognize significant events, figures, and contributions of medieval civilizations (Byzantine Empire, Western Europe, Japan).		
				SS.912.W.2.1	Locate the extent of Byzantine territory at the height of the empire.
				SS.912.W.2.2	Describe the impact of Constantine the Great's establishment of "New Rome" (Constantinople) and his recognition of Christianity as a legal religion.
				SS.912.W.2.3	Analyze the extent to which the Byzantine Empire was a continuation of the old Roman Empire and in what ways it was a departure.

				SS.912.W.2.4	Identify key figures associated with the Byzantine Empire.
				SS.912.W.2.5	Explain the contributions of the Byzantine Empire.
				SS.912.W.2.6	Describe the causes and effects of the Iconoclast controversy of the 8th and 9th centuries and the 11th century Christian schism between the churches of Constantinople and Rome.
				SS.912.W.2.7	Analyze causes (Justinian's Plague, ongoing attacks from the "barbarians," the Crusades, and internal political turmoil) of the decline of the Byzantine Empire.
				SS.912.W.2.8	Describe the rise of the Ottoman Turks, the conquest of Constantinople in 1453, and the subsequent growth of the Ottoman empire under the sultanate including Mehmet the Conqueror and Suleyman the Magnificent.
				SS.912.W.2.9	Analyze the impact of the collapse of the Western Roman Empire on Europe.
				SS.912.W.2.10	Describe the orders of medieval social hierarchy, the changing role of the Church, the emergence of feudalism, and the development of private property as a distinguishing feature of Western Civilization.
				SS.912.W.2.11	Describe the rise and achievements of significant rulers in medieval Europe.
				SS.912.W.2.12	Recognize the importance of Christian monasteries and convents as centers of education, charitable and missionary activity, economic productivity, and political power.
				SS.912.W.2.13	Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.

				SS.912.W.2.14	Describe the causes and effects of the Great Famine of 1315-1316, The Black Death, The Great Schism of 1378, and the Hundred Years War on Western Europe.
				SS.912.W.2.15	Determine the factors that contributed to the growth of a modern economy.
				SS.912.W.2.16	Trace the growth and development of a national identity in the countries of England, France, and Spain.
				SS.912.W.2.17	Identify key figures, artistic, and intellectual achievements of the medieval period in Western Europe.
				SS.912.W.2.18	Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.
				SS.912.W.2.19	Describe the impact of Japan's physiography on its economic and political development.
				SS.912.W.2.20	Summarize the major cultural, economic, political, and religious developments in medieval Japan.
				SS.912.W.2.21	Compare Japanese feudalism with Western European feudalism during the Middle Ages.
				SS.912.W.2.22	Describe Japan's cultural and economic relationship to China and Korea.
		SS.912.W.3	Recognize significant events, figures, and contributions of Islamic, Meso and South American, and Sub-Saharan African civilizations.		
				SS.912.W.3.1	Discuss significant people and beliefs associated with Islam.
				SS.912.W.3.2	Compare the major beliefs and principles of Judaism, Christianity, and Islam.

				SS.912.W.3.3	Determine the causes, effects, and extent of Islamic military expansion through Central Asia, North Africa, and the Iberian Peninsula.
				SS.912.W.3.4	Describe the expansion of Islam into India and the relationship between Muslims and Hindus.
				SS.912.W.3.5	Describe the achievements, contributions, and key figures associated with the Islamic Golden Age.
				SS.912.W.3.6	Describe key economic, political, and social developments in Islamic history.
				SS.912.W.3.7	Analyze the causes, key events, and effects of the European response to Islamic expansion beginning in the 7th century.
				SS.912.W.3.8	Identify important figures associated with the Crusades.
				SS.912.W.3.9	Trace the growth of major sub-Saharan African kingdoms and empires.
				SS.912.W.3.10	Identify key significant economic, political, and social characteristics of Ghana.
				SS.912.W.3.11	Identify key figures and significant economic, political, and social characteristics associated with Mali.
				SS.912.W.3.12	Identify key figures and significant economic, political, and social characteristics associated with Songhai.
				SS.912.W.3.13	Compare economic, political, and social developments in East, West, and South Africa.
				SS.912.W.3.14	Examine the internal and external factors that led to the fall of the empires of Ghana, Mali, and Songhai.
				SS.912.W.3.15	Analyze the legacies of the Olmec, Zapotec, and Chavin on later Meso and South American civilizations.
				SS.912.W.3.16	Locate major civilizations of Mesoamerica and Andean South America.

				SS.912.W.3.17	Describe the roles of people in the Maya, Inca, and Aztec societies.
				SS.912.W.3.18	Compare the key economic, cultural, and political characteristics of the major civilizations of Meso and South America.
				SS.912.W.3.19	Determine the impact of significant Meso and South American rulers such as Pacal the Great, Moctezuma I, and Huayna Capac.
		SS.912.W.4	Analyze the causes, events, and effects of the Renaissance, Reformation, Scientific Revolution, and Age of Exploration.		
				SS.912.W.4.1	Identify the economic and political causes for the rise of the Italian city-states (Florence, Milan, Naples, Rome, Venice).
				SS.912.W.4.2	Recognize major influences on the architectural, artistic, and literary developments of Renaissance Italy (Classical, Byzantine, Islamic, Western European).
				SS.912.W.4.3	Identify the major artistic, literary, and technological contributions of individuals during the Renaissance.
				SS.912.W.4.4	Identify characteristics of Renaissance humanism in works of art.
				SS.912.W.4.5	Describe how ideas from the Middle Ages and Renaissance led to the Scientific Revolution.
				SS.912.W.4.6	Describe how scientific theories and methods of the Scientific Revolution challenged those of the early classical and medieval periods.
				SS.912.W.4.7	Identify criticisms of the Roman Catholic Church by individuals such as Wycliffe, Hus and Erasmus and their impact on later reformers.

				SS.912.W.4.8	Summarize religious reforms associated with Luther, Calvin, Zwingli, Henry VIII, and John of Leyden and the effects of the Reformation on Europe.
				SS.912.W.4.9	Analyze the Roman Catholic Church's response to the Protestant Reformation in the forms of the Counter and Catholic Reformation.
				SS.912.W.4.10	Identify the major contributions of individuals associated with the Scientific Revolution.
				SS.912.W.4.11	Summarize the causes that led to the Age of Exploration, and identify major voyages and sponsors.
				SS.912.W.4.12	Evaluate the scope and impact of the Columbian Exchange on Europe, Africa, Asia, and the Americas.
				SS.912.W.4.13	Examine the various economic and political systems of Portugal, Spain, the Netherlands, France, and England in the Americas.
				SS.912.W.4.14	Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.
				SS.912.W.4.15	Explain the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas.
		SS.912.W.5	Analyze the causes, events, and effects of the Enlightenment and its impact on the American, French and other Revolutions.		
				SS.912.W.5.1	Compare the causes and effects of the development of constitutional monarchy in England with those of the development of absolute monarchy in France, Spain, and Russia.
				SS.912.W.5.1	Identify major causes of the Enlightenment.

				SS.912.W.5.3	Summarize the major ideas of Enlightenment philosophers.
				SS.912.W.5.4	Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.
				SS.912.W.5.5	Analyze the extent to which the Enlightenment impacted the American and French Revolutions.
				SS.912.W.5.5	Summarize the important causes, events, and effects of the French Revolution including the rise and rule of Napoleon.
				SS.912.W.5.6	Describe the causes and effects of 19th Latin American and Caribbean independence movements led by people including Bolivar, de San Martin, and L' Ouverture.
		SS.912.W.6	Understand the development of Western and non-Western nationalism, industrialization and imperialism, and the significant processes and consequences of each.		
				SS.912.W.6.1	Describe the agricultural and technological innovations that led to industrialization in Great Britain and its subsequent spread to continental Europe, the United States, and Japan.
				SS.912.W.6.2	Summarize the social and economic effects of the Industrial Revolution.
				SS.912.W.6.3	Compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx.
				SS.912.W.6.4	Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.

				SS.912.W.6.5	Summarize the causes, key events, and effects of the unification of Italy and Germany.
				SS.912.W.6.6	Analyze the causes and effects of imperialism.
				SS.912.W.6.7	Identify major events in China during the 19th and early 20th centuries related to imperialism.
		SS.912.W.7	Recognize significant causes, events, figures, and consequences of the Great War period and the impact on worldwide balance of power.		
				SS.912.W.7.1	Analyze the causes of World War I including the formation of European alliances and the roles of imperialism, nationalism, and militarism.
				SS.912.W.7.2	Describe the changing nature of warfare during World War I.
				SS.912.W.7.3	Summarize significant effects of World War I.
				SS.912.W.7.4	Describe the causes and effects of the German economic crisis of the 1920s and the global depression of the 1930s, and analyze how governments responded to the Great Depression.
				SS.912.W.7.5	Describe the rise of authoritarian governments in the Soviet Union, Italy, Germany, and Spain, and analyze the policies and main ideas of Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco.
				SS.912.W.7.6	Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories.
				SS.912.W.7.7	Trace the causes and key events related to World War II.

				SS.912.W.7.8	Explain the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of anti-Semitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims.
				SS.912.W.7.9	Identify the wartime strategy and post-war plans of the Allied leaders.
				SS.912.W.7.10	Summarize the causes and effects of President Truman's decision to drop the atomic bombs on Japan.
				SS.912.W.7.11	Describe the effects of World War II.
		SS.912.W.8	Recognize significant events and people from the post World War II and Cold War eras.		
				SS.912.W.8.1	Identify the United States and Soviet aligned states of Europe, and contrast their political and economic characteristics.
				SS.912.W.8.2	Describe characteristics of the early Cold War.
				SS.912.W.8.3	Summarize key developments in post-war China.
				SS.912.W.8.4	Summarize the causes and effects of the arms race and proxy wars in Africa, Asia, Latin America, and the Middle East.
				SS.912.W.8.5	Identify the factors that led to the decline and fall of communism in the Soviet Union and Eastern Europe.
				SS.912.W.8.6	Explain the 20th century background for the establishment of the modern state of Israel in 1948 and the ongoing military and political conflicts between Israel and the Arab-Muslim world.
				SS.912.W.8.7	Compare post-war independence movements in African, Asian, and Caribbean countries.

				SS.912.W.8.8	Describe the rise and goals of nationalist leaders in the post-war era and the impact of their rule on their societies.
				SS.912.W.8.9	Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.
				SS.912.W.8.10	Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades.
		SS.912.W.9	Identify major economic, political, social, and technological trends beginning in the 20th century.		
				SS.912.W.9.1	Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.
				SS.912.W.9.2	Describe the causes and effects of post-World War II economic and demographic changes.
				SS.912.W.9.3	Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.
				SS.912.W.9.4	Describe the causes and effects of twentieth century nationalist conflicts.
				SS.912.W.9.5	Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.
				SS.912.W.9.6	Analyze the rise of regional trade blocs such as the European Union and NAFTA, and predict the impact

					of increased globalization in the 20th and 21st centuries.
				SS.912.W.9.7	Describe the impact of and global response to international terrorism.
APWH	World History				
		ENV	Humans and the Environment: The environment shapes human societies, and as populations grow and change, these populations in turn shape their environments.		
				ENV.1	Explain the role of environmental factors in the development of networks of exchange in the period from c. 1200 to c. 1450.
				ENV.2	Explain the environmental effects of the various networks of exchange in Afro-Eurasia from c. 1200 to c. 1450
				ENV.3	Explain the similarities and differences among the various networks of exchange in the period from c. 1200 to c. 1450.
				ENV.4	Explain the causes of the Columbian Exchange and its effects on the Eastern and Western Hemispheres.
				ENV.5	Explain how environmental factors contributed to industrialization from 1750 to 1900.
				ENV.6	Explain how various environmental factors contributed to the development of the global economy from 1750 to 1900.
				ENV.7	Explain how various environmental factors contributed to the development of varied patterns of migration from 1750 to 1900.

				ENV.8	Explain how environmental factors affected human populations over time
				ENV.9	Explain the causes and effects of environmental changes in the period from 1900 to present.
		CDI	Cultural Developments and Interactions: The development of ideas, beliefs, and religions illustrates how groups in society view themselves, and the interactions of societies and their beliefs often have political, social, and cultural implications.		
				CDI.1	Explain the effects of Chinese cultural traditions on East Asia over time
				CDI.2	Explain how systems of belief and their practices affected society in the period from c. 1200 to c. 1450.
				CDI.3	Explain how the beliefs and practices of the predominant religions in Europe affected European society.
				CDI.4	Explain the significance of the Mongol Empire in larger patterns of continuity and change.
				CDI.5	Explain the effects of the growth of networks of exchange after 1200.
				CDI.6	Explain the intellectual and cultural effects of the various networks of exchange in Afro-Eurasia from c. 1200 to c. 1450.
				CDI.7	Explain continuity and change within the various belief systems during the period from 1450 to 1750.
				CDI.8	Compare the methods by which various empires increased their influence from 1450 to 1750.

				CDI.9	Explain the similarities and differences in how various belief systems affected societies from 1450 to 1750.
				CDI.10	Explain the intellectual and ideological context in which revolutions swept the Atlantic world from 1750 to 1900.
				CDI.11	Explain how ideologies contributed to the development of imperialism from 1750 to 1900.
				CDI.12	Explain the causes and effects of the ideological struggle of the Cold War.
				CDI.13	Explain various reactions to existing power structures in the period after 1900.
				CDI.14	Explain how and why globalization changed culture over time.
				CDI.15	Explain the various responses to increasing globalization from 1900 to present.
		GOV	Governance: A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes		
				GOV.1	Explain the systems of government employed by Chinese dynasties and how they developed over time.
				GOV.2	Explain the causes and effects of the rise of Islamic states over time.

				GOV.3	Explain how the various belief systems and practices of South and Southeast Asia affected society over time.
				GOV.4	Explain how and why various states of South and Southeast Asia developed and maintained power over time.
				GOV.5	Explain how and why states in the Americas developed and changed over time.
				GOV.6	Explain how and why states in Africa developed and changed over time.
				GOV.7	Explain the causes and consequences of political decentralization in Europe from c. 1200 to c. 1450.
				GOV.8	Explain the process of state building and decline in Eurasia over time.
				GOV.9	Explain how the expansion of empires influenced trade and communication over time.
				GOV.10	Explain how and why various land-based empires developed and expanded from 1450 to 1750.
				GOV.11	Explain how rulers used a variety of methods to legitimize and consolidate their power in land-based empires from 1450 to 1750.
				GOV.12	Describe the role of states in the expansion of maritime exploration from 1450 to 1750.
				GOV.13	Explain the process of state building and expansion among various empires and states in the period from 1450 to 1750.
				GOV.14	Explain the effects of the development of state power from 1450 to 1750.
				GOV.15	Explain causes and effects of the various revolutions in the period from 1750 to 1900.
				GOV.16	Explain the causes and effects of economic strategies of different states and empires.

				GOV.17	Compare processes by which state power shifted in various parts of the world from 1750 to 1900.
				GOV.18	Explain how and why internal and external factors have influenced the process of state building from 1750 to 1900.
				GOV.19	Explain how internal and external factors contributed to change in various states after 1900.
				GOV.20	Explain the causes and consequences of World War I.
				GOV.21	Explain the continuities and changes in territorial holdings from 1900 to the present.
				GOV.22	Explain the causes and consequences of World War II.
				GOV.23	Explain similarities and differences in how governments used a variety of methods to conduct war.
				GOV.24	Compare the ways in which the United States and the Soviet Union sought to maintain influence over the course of the Cold War.
				GOV.25	Compare the processes by which various peoples pursued independence after 1900.
				GOV.26	Explain how political changes in the period from c. 1900 to the present led to territorial, demographic, and nationalist developments.
				GOV.27	Explain the causes of the end of the Cold War.
				GOV.28	Explain the extent to which the effects of the Cold War were similar in the Eastern and Western Hemispheres.
				GOV.29	Explain how and why globalization changed international interactions among states

				GOV.30	Explain the extent to which science and technology brought change in the period from 1900 to the present.
		ENC	Economic Systems: As societies develop, they affect and are affected by the ways that they produce, exchange, and consume goods and services.		
				ENC.1	Explain the effects of innovation on the Chinese economy over time.
				ENC.2	Explain the causes and effects of growth of networks of exchange after 1200
				ENC.3	Explain how the expansion of empires influenced trade and communication over time.
				ENC.4	Explain the causes of the growth of networks of exchange after 1200
				ENC.5	Explain the economic causes and effects of maritime exploration by the various European states.
				ENC.6	Explain the continuities and changes in economic systems and labor systems from 1450 to 1750.
				ENC.7	Explain the continuities and changes in networks of exchange from 1450 to 1750
				ENC.8	Explain the development of economic systems, ideologies, and institutions and how they contributed to change in the period from 1750 to 1900.
				ENC.9	Explain how various economic factors contributed to the development of the global economy from 1750 to 1900.
				ENC.10	Explain how various economic factors contributed to the development of varied patterns of migration from 1750 to 1900.

				ENC.11	Explain how different governments responded to economic crisis after 1900.
				ENC.12	Explain the historical context of the Cold War after 1945.
				ENC.13	Explain the causes and consequences of China's adoption of communism.
				ENC.14	Explain the economic changes and continuities resulting from the process of decolonization.
				ENC.15	Explain the continuities and changes in the global economy from 1900 to present.
		SIO	Social Interactions and Organization: The process by which societies group their members and the norms that govern the interactions between these groups and between individuals influence political, economic, and cultural institutions and organization.		
				SIO.1	Explain the effects of agriculture on social organization in Europe from c. 1200 to c. 1450.
				SIO.2	Explain the similarities and differences in the processes of state formation from c. 1200 to c. 1450.
				SIO.3	Explain changes and continuities in systems of slavery in the period from 1450 to 1750
				SIO.4	Explain how rulers employed economic strategies to consolidate and maintain power throughout the period from 1450 to 1750.
				SIO.5	Explain how political, economic, and cultural factors affected society from 1450 to 1750.
				SIO.6	Explain how social categories, roles, and practices have been maintained or have changed over time.

				SIO.7	Explain how economic developments from 1450 to 1750 affected social structures over time.
				SIO.8	Explain how the Enlightenment affected societies over time.
				SIO.9	Explain the causes and effects of calls for changes in industrial societies from 1750 to 1900.
				SIO.10	Explain the extent to which industrialization brought change from 1750 to 1900.
				SIO.11	Explain how industrialization caused change in existing social hierarchies and standards of living.
				SIO.12	Explain how and why new patterns of migration affected society from 1750 to 1900.
				SIO.13	Explain the relative significance of the effects of imperialism from 1750 to 1900.
				SIO.14	Explain the various causes and consequences of mass atrocities in the period from 1900 to the present.
				SIO.15	Explain the relative significance of the causes of global conflict in the period 1900 to the present.
				SIO.16	Explain the causes and effects of movements to redistribute economic resources.
				SIO.17	Explain how social categories, roles, and practices have been maintained and challenged over time.
		TEC	Technology and Innovation: Human adaptation and innovation have resulted in increased efficiency, comfort, and security, and technological advances have shaped human development and interactions with both intended and unintended consequences.		

				TEC.1	Explain the effects of intellectual innovation in Dar al-Islam.
				TEC.2	Explain the causes and effects of the growth of trans-Saharan trade.
				TEC.3	Explain how cross-cultural interactions resulted in the diffusion of technology and facilitated changes in patterns of trade and travel from 1450 to 1750
				TEC.4	Explain how different modes and locations of production have developed and changed over time and locations of production have developed and changed over time
				TEC.5	Explain how technology shaped economic production over time.
				TEC.6	Explain how governments used a variety of methods to conduct war.
				TEC.7	Explain how the development of new technologies changed the world from 1900 to present.

# Diocese of Venice Standards for World Languages

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*High School*



# *Basic Principles Underlying All Standards to be Used for the Planning of Curriculum for the Diocese of Venice*

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Basic principles which inform all Catholic education in the Schools of the Diocese of Venice are:

- All knowledge, in some way, reflects God’s Truth, Beauty and Goodness.
- Curriculum and instruction enable deeper incorporation of the children into the Church, the formation of community within the school; and respect for the uniqueness and dignity of each person as created in the image of God.
- Education fosters growth in Christian virtue and contributes to development and formation of the whole person in light of his/her ultimate end and the good of the society of which he/she is a member.
- Each subject is to be examined in the context of the Catholic faith and is to be illuminated by Gospel values.
- Learning and formation occur in the Catholic school without separation as does the development of each student on both the natural and supernatural levels.
- Curriculum and instruction seeks to promote a synthesis of faith, life and culture and to form students as disciples of Jesus.



# Gifts of CHRIST<sup>©</sup> at the Diocese of Venice Catholic Schools

The *Gifts of C.H.R.I.S.T.*<sup>©</sup> are dispositions made up of 4 Catholic virtues (humility, prudence, fortitude, and affability) and the three transcendentals (truth, beauty, and goodness) of the Catholic faith. CHRIST in the *Gifts of C.H.R.I.S.T.*<sup>©</sup> stands for Catholic **H**abits and **R**esponses **i**n **S**chool and on **T**eams. Through curricular and extracurricular learning experiences at a Diocese of Venice Catholic school, PK-12<sup>th</sup> grade students will learn about the 7 *Gifts of C.H.R.I.S.T.*<sup>©</sup> and how to consciously think, behave, and respond to challenging situations using the moral and ethical values and virtues of the Catholic faith.

<b>GOC.T</b>	<b>Truth</b>		
	GOC.T.1	I will seek to understand the truth in all situations.	
	GOC.T.2	I will be truthful in the way I act, and respond, and accept truth around me.	
<b>GOC.B</b>	<b>Beauty</b>		
	GOC.B.1	I will seek beauty in all things and in all situations.	
	GOC.B.2	I will find the beauty of God's creation and wonders around me.	
<b>GOC.G</b>	<b>Goodness</b>		
	GOC.G.1	I will exhibit goodness as God's example during my daily life.	
	GOC.G.2	I will seek goodness in learning situations and remember to see God's likeness and goodness even in my opponents.	
<b>GOC.A</b>	<b>Affability</b>		
	GOC.A.1	I can be kind and treat others the way I would want to be treated.	
	GOC.A.2	I can treat others with respect, and I can be approachable and friendly.	
<b>GOC.H</b>	<b>Humility</b>		
	GOC.H.1	I embrace the wisdom and knowledge that my mentors and teachers have to offer, and I understand that I can learn from their knowledge and experiences.	
	GOC.H.2	I am humbled with the knowledge and talents I have, and I understand that I can always learn more.	
<b>GOC.P</b>	<b>Prudence</b>		
	GOC.P.1	I embrace learning from others, and I understand the importance of sharing my knowledge and talents by teaching others as well.	
	GOC.P.2	I can be prudent in making ethical decisions by using my Catholic faith and values as a moral compass.	
<b>COG.F</b>	<b>Fortitude</b>		
	COG.F.1	I can do all things through Christ who strengthens me.	
	COG.F.2	I will seek courage in difficult situations in pursuit of what is true, beautiful, and good.	

## Novice Low/Mid K-12

WL.K12.HM: *World Languages - Novice Low/Mid K-12*

WL.K12.NM.1: *Interpretive Listening (Novice Low/Mid)*

WL.K12.NM.1.1 Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.

WL.K12.NM.1.2 Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.

WL.K12.NM.1.3 Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.

WL.K12.NM.1.4 Demonstrate understanding of simple information supported by visuals through a variety of media.

WL.K12.NM.1.5 Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.

WL.K12.NM.1.6 Follow short, simple directions.

WL.K12.NM.2: *Interpretive Reading (Novice Low/Mid)*

WL.K12.NM.2.1 Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.

WL.K12.NM.2.2 Demonstrate understanding of short, simple literary stories.

WL.K12.NM.2.3 Demonstrate understanding of simple written announcements with prompting and support.

WL.K12.NM.2.4 Recognize words and phrases when used in context on familiar topics.

WL.K12.NM.3: *Interpersonal Communication (Novice Low/Mid)*

WL.K12.NM.3.1 Introduce self and others using basic, culturally-appropriate greetings.

	WL.K12.NM.3.2	Participate in basic conversations using words, phrases, and memorized expressions.
	WL.K12.NM.3.3	Ask simple questions and provide simple responses related to personal preferences.
	WL.K12.NM.3.4	Exchange essential information about self, family, and familiar topics.
	WL.K12.NM.3.5	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
	WL.K12.NM.3.6	Use appropriate gestures, body language, and intonation to clarify a message.
	WL.K12.NM.3.7	Understand and respond appropriately to simple directions.
	WL.K12.NM.3.8	Differentiate among oral statements, questions, and exclamations in order to determine meaning.
	WL.K12.NM.4: <i>Presentational Speaking (Novice Low/Mid)</i>	
	WL.K12.NM.4.1	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
	WL.K12.NM.4.2	Present personal information about self and others.
	WL.K12.NM.4.3	Express likes and dislikes.
	WL.K12.NM.4.4	Provide an account of daily activities.
	WL.K12.NM.4.5	Role-play skits, songs, or poetry in the target language that deal with familiar topics.
	WL.K12.NM.4.6	Present simple information about a familiar topic using visuals.
	WL.K12.NM.5: <i>Presentational Writing (Novice Low/Mid)</i>	

	WL.K12.NM.5.1	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
	WL.K12.NM.5.2	Fill out a simple form with basic information.
	WL.K12.NM.5.3	Write simple sentences about self and/or others.
	WL.K12.NM.5.4	Write simple sentences that help in day-to-day life communication.
	WL.K12.NM.5.5	Write about previously acquired knowledge and experiences.
	WL.K12.NM.5.6	Pre-write by drawing pictures to support ideas related to a task.
	WL.K12.NM.5.7	Draw pictures in sequence to demonstrate a story plot.
WL.K12.NM.6: <i>Culture (Novice Low/Mid)</i>		
	WL.K12.NM.6.1	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
	WL.K12.NM.6.2	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
	WL.K12.NM.6.3	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
	WL.K12.NM.6.4	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
WL.K12.NM.7: <i>Connections (Novice Low/Mid)</i>		
	WL.K12.NM.7.1	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
	WL.K12.NM.7.2	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
WL.K12.NM.8: <i>Comparisons (Novice Low/Mid)</i>		
	WL.K12.NM.8.1	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.

	WL.K12.NM.8.2	Recognize true and false cognates in the target language and compare them to own language.
	WL.K12.NM.8.3	Identify celebrations typical of the target culture and ones own.
	WL.K12.NM.9: <i>Communities (Novice Low/Mid)</i>	
	WL.K12.NM.9.1	Use key words and phrases in the target language to participate in different activities in the school and community settings.
	WL.K12.NM.9.2	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.

## Novice High K-12

WL.K12.NH: *World Languages - Novice High K-12*

### WL.K12.NH.1: *Interpretive Listening (Novice High)*

	WL.K12.NH.1.1	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
	WL.K12.NH.1.2	Demonstrate understanding of short conversations in familiar contexts.
	WL.K12.NH.1.3	Demonstrate understanding of short, simple messages and announcements on familiar topics.
	WL.K12.NH.1.4	Demonstrate understanding of key points on familiar topics presented through a variety of media.
	WL.K12.NH.1.5	Demonstrate understanding of simple stories or narratives.
	WL.K12.NH.1.6	Follow directions or instructions to complete a task when expressed in short conversations.

### WL.K12.NH.2: *Interpretative Reading (Novice High)*

	WL.K12.NH.2.1	Determine main idea from simple texts that contain familiar vocabulary used in context.
	WL.K12.NH.2.2	Identify the elements of story such as setting, theme and characters.
	WL.K12.NH.2.3	Demonstrate understanding of signs and notices in public places.
	WL.K12.NH.2.4	Identify key detailed information needed to fill out forms.

### WL.K12.NH.3: *Interpersonal Communication (Novice High)*

	WL.K12.NH.3.1	Engage in short social interactions using phrases and simple sentences.
	WL.K12.NH.3.2	Exchange information about familiar tasks, topics and activities, including personal information.

	WL.K12.NH.3.3	Exchange information using simple language about personal preferences, needs, and feelings.
	WL.K12.NH.3.4	Ask and answer a variety of questions about personal information.
	WL.K12.NH.3.5	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
	WL.K12.NH.3.6	Use basic language skills supported by body language and gestures to express agreement and disagreement.
	WL.K12.NH.3.7	Ask for and give simple directions to go somewhere or to complete a task.
	WL.K12.NH.3.8	Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4: <i>Presentational Speaking (Novice High)</i>		
	WL.K12.NH.4.1	Provide basic information on familiar topics using phrases and simple sentences.
	WL.K12.NH.4.2	Describe aspects of daily life using complete sentences.
	WL.K12.NH.4.3	Describe familiar experiences or events using both general and specific language.
	WL.K12.NH.4.4	Present personal information about ones self and others.
	WL.K12.NH.4.5	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
	WL.K12.NH.4.6	Use verbal and non verbal communication when making announcements or introductions.
WL.K12.NH.5: <i>Presentational Writing (Novice High)</i>		
	WL.K12.NH.5.1	Write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.
	WL.K12.NH.5.2	Write simple statements to describe aspects of daily life.
	WL.K12.NH.5.3	Write a description of a familiar experience or event.
	WL.K12.NH.5.4	Write short personal notes using a variety of media.

	WL.K12.NH.5.5	Request information in writing to obtain something needed.
	WL.K12.NH.5.6	Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken).
	WL.K12.NH.5.7	Pre-write by generating ideas from multiple sources based upon teacher- directed topics.
	WL.K12.NH.6: <i>Culture (Novice High)</i>	
	WL.K12.NH.6.1	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
	WL.K12.NH.6.2	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.
	WL.K12.NH.6.3	Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
	WL.K12.NH.6.4	Identify cultural artifacts, symbols, and images of the target culture(s).
	WL.K12.NH.7: <i>Connections (Novice High)</i>	
	WL.K12.NH.7.1	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
	WL.K12.NH.7.2	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
	WL.K12.NH.8: <i>Comparisons (Novice High)</i>	
	WL.K12.NH.8.1	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
	WL.K12.NH.8.2	Compare basic sound patterns and grammatical structures between the target language and own language.

	WL.K12.NH.8.3	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
	WL.K12.NH.9: <i>Communities (Novice High)</i>	
	WL.K12.NH.9.1	Use key target language vocabulary to communicate with others within and beyond the school setting.
	WL.K12.NH.9.2	Use communication tools to establish a connection with a peer from a country where the target language is spoken.

## Intermediate Low K-12

### WL.K12.IL: World Languages - Intermediate Low K-12

#### WL.K12.IL.1: Interpretive Listening (Intermediate Low)

	WL.K12.IL.1.1	Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.
	WL.K12.IL.1.2	Demonstrate understanding of the main idea and essential details of short conversations and oral presentations.
	WL.K12.IL.1.3	Demonstrate understanding of the main idea and essential details in messages and announcements on familiar topics.
	WL.K12.IL.1.4	Identify key points and essential details on familiar topics presented through a variety of media.
	WL.K12.IL.1.5	Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.
	WL.K12.IL.1.6	Demonstrate understanding of multiple-step directions and instructions in familiar settings.
	WL.K12.IL.2: Interpretive Reading (Intermediate Low)	
	WL.K12.IL.2.1	Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.
	WL.K12.IL.2.2	Interpret written literary text in which the writer tells or asks about familiar topics.
	WL.K12.IL.2.3	Determine the meaning of a message and identify the author's purpose through authentic written texts such as advertisements and public announcements.
	WL.K12.IL.2.4	Demonstrate understanding of vocabulary used in context when following written directions.
	WL.K12.IL.3: Interpersonal Communication (Intermediate Low)	

	WL.K12.IL.3.1	Initiate and engage in a conversation on familiar topics.
	WL.K12.IL.3.2	Interact with others in everyday situations.
	WL.K12.IL.3.3	Express and react to feelings and emotions in real life situations.
	WL.K12.IL.3.4	Exchange information about familiar academic and social topics including participation in an interview.
	WL.K12.IL.3.5	Initiate a conversation to meet basic needs in everyday situations both in and outside the classroom.
	WL.K12.IL.3.6	Recount and restate information received in a conversation in order to clarify meaning.
	WL.K12.IL.3.7	Exchange general information about a few topics outside personal and academic fields of interest.
	WL.K12.IL.3.8	Initiate, engage, and exchange basic information to solve a problem.
WL.K12.IL.4: <i>Presentational Speaking (Intermediate Low)</i>		
	WL.K12.IL.4.1	Present information on familiar topics using a series of sentences with sufficient details.
	WL.K12.IL.4.2	Describe people, objects, and situations using a series of sequenced sentences.
	WL.K12.IL.4.3	Express needs, wants, and plans using a series of sentences that include essential details.
	WL.K12.IL.4.4	Provide a logical sequence of instructions on how to make something or complete a task.
	WL.K12.IL.4.5	Present a short skit or play using well-structured sentences.
	WL.K12.IL.4.6	Describe events in chronological order using connected sentences with relevant details.
WL.K12.IL.5: <i>Presentational Writing (Intermediate Low)</i>		
	WL.K12.IL.5.1	Write on familiar topics and experiences using main ideas and supporting details.
	WL.K12.IL.5.2	Describe a familiar event or situation using a variety of sentences and with supporting details

	WL.K12.IL.5.3	Express and support opinions on familiar topics using a series of sentences.
	WL.K12.IL.5.4	Compare and contrast information, concepts, and ideas.
	WL.K12.IL.5.5	Develop questions to obtain and clarify information.
	WL.K12.IL.5.6	Conduct research and write a detailed plan (e.g.; a trip to a country where the target language is spoken).
	WL.K12.IL.5.7	Develop a draft of a plan that addresses purpose, audience, logical sequence, and a time frame for completion.
	WL.K12.IL.6: <i>Culture (Intermediate Low)</i>	
	WL.K12.IL.6.1	Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one’s own and others’ ways of thinking.
	WL.K12.IL.6.2	Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.
	WL.K12.IL.6.3	Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
	WL.K12.IL.6.4	Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).
	WL.K12.IL.7: <i>Connections (Intermediate Low)</i>	
	WL.K12.IL.7.1	Access information in the target language to reinforce previously acquired content area knowledge.
	WL.K12.IL.7.2	Access new information on historic and/or contemporary influences that underlie selected cultural practices from the target language and culture to obtain new knowledge in the content areas.
	WL.K12.IL.8: <i>Comparisons (Intermediate Low)</i>	

	WL.K12.IL.8.1	Recognize language patterns and cultural differences when comparing own language and culture with the target language and culture.
	WL.K12.IL.8.2	Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.
	WL.K12.IL.8.3	Discuss familiar topics in other subject areas, such as geography, history, music, art, science, math, language, or literature.
WL.K12.IL.9: <i>Communities (Intermediate Low)</i>		
	WL.K12.IL.9.1	Use the target language to participate in different activities for personal enjoyment and enrichment.
	WL.K12.IL.9.2	Communicate with people locally and/or around the world, through e-mail, video, online communities, and/or face-to face encounters.

## Intermediate Mid K-12

### WL.K12.IM: *World Languages - Intermediate Mid K-12*

#### WL.K12.IM.1: *Interpretive Listening (Intermediate Mid)*

	WL.K12.IM.1.1	Identify the main idea and supporting details on familiar topics expressed in a series of connected sentences, conversations, presentations, and messages.
	WL.K12.IM.1.2	Demonstrate understanding of the main idea and supporting details of presentations on familiar topics.
	WL.K12.IM.1.3	Recognize the main idea and supporting details on familiar topics of personal interest presented through messages and announcements.
	WL.K12.IM.1.4	Identify essential information and supporting details on familiar topics presented through a variety of media.
	WL.K12.IM.1.5	Demonstrate understanding of the purpose of a lecture or talk on a familiar topic.
	WL.K12.IM.1.6	Demonstrate understanding of complex directions and instructions in familiar settings.

#### WL.K12.IM.2: *Interpretive Reading (Intermediate Mid)*

	WL.K12.IM.2.1	Identify the main idea and key details in texts that contain familiar and unfamiliar vocabulary used in context.
	WL.K12.IM.2.2	Determine the main idea and essential details when reading narratives, literary selections, and other fictional writings on familiar topics.
	WL.K12.IM.2.3	Identify specific information in everyday authentic materials such as advertisements, brochures, menus, schedules, and timetables.
	WL.K12.IM.2.4	Recognize many high frequency idiomatic expressions from a variety of authentic texts of many unknown words by using context clues.

#### WL.K12.IM.3: *Interpersonal Communication (Intermediate Mid)*

	WL.K12.IM.3.1	Express views and effectively engage in conversations on a variety of familiar topics.
	WL.K12.IM.3.2	Ask and answer questions on familiar topics to clarify information and sustain a conversation.

	WL.K12.IM.3.3	Express personal views and opinions on a variety of topics.
	WL.K12.IM.3.4	Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher led).
	WL.K12.IM.3.5	Initiate and maintain a conversation on a variety of familiar topics.
	WL.K12.IM.3.6	Use known words and phrases to effectively communicate meaning (circumlocution) when faced with unfamiliar vocabulary.
	WL.K12.IM.3.7	Follow grammatical rules for self-correction when speaking.
	WL.K12.IM.3.8	Describe a problem or situation with details and state an opinion.
WL.K12.IM.4: <i>Presentational Speaking (Intermediate Mid)</i>		
	WL.K12.IM.4.1	Produce a simple factual presentation supported by multimedia components and visual displays (e.g. graphics, sound) and using logically sequenced and connected sentences with relevant details.
	WL.K12.IM.4.2	Describe events, plans, and actions using logically sequenced and connected sentences with relevant details.
	WL.K12.IM.4.3	Retell a story or recount an experience with appropriate facts and relevant details.
	WL.K12.IM.4.4	Provide supporting evidence using logically connected sentences that include relevant details.
	WL.K12.IM.4.5	Retell or summarize a storyline using logically connected sentences with relevant details.
	WL.K12.IM.4.6	Describe, explain and react to personal experiences using logically connected paragraphs with relevant details.
WL.K12.IM.5: <i>Presentational Writing (Intermediate Mid)</i>		
	WL.K12.IM.5.1	Write narratives on familiar topics using logically connected sentences with supporting details.
	WL.K12.IM.5.2	Write informative texts through a variety of media using connected sentences and providing supporting facts about the topic.

	WL.K12.IM.5.3	State an opinion and provide supporting evidence using connected sentences.
	WL.K12.IM.5.4	Conduct research and write a report on a variety of topics using connected detailed paragraphs.
	WL.K12.IM.5.5	Draft, edit, and summarize information, concepts, and ideas.
	WL.K12.IM.5.6	Produce writing that has been edited for punctuation and correct use of grammar, in which the development and organization are appropriate to task and purpose.
	WL.K12.IM.5.7	Write a narrative based on experiences that use descriptive language and details.
	WL.K12.IM.6: <i>Culture (Intermediate Mid)</i>	
	WL.K12.IM.6.1	Distinguish patterns of behavior and social interaction in various settings in the target culture(s).
	WL.K12.IM.6.2	Use practices and characteristics of the target cultures for daily activities among peers and adults.
	WL.K12.IM.6.3	Research contributions made by individuals from the target culture through the arts such as visual arts, architecture, music, dance, literature, etc.
	WL.K12.IM.6.4	Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
	WL.K12.IM.7: <i>Connections (Intermediate Mid)</i>	
	WL.K12.IM.7.1	Use expanded vocabulary and structures in the target language to increase content area knowledge.
	WL.K12.IM.7.2	Use previously acquired vocabulary to discuss familiar topics in other subject areas such as geography, history, music, art, science, math, language, or literature to reinforce and further knowledge of other disciplines through the target language.
	WL.K12.IM.8: <i>Comparisons (Intermediate Mid)</i>	

	WL.K12.IM.8.1	Compare language structures and skills that transfer from one language to another.
	WL.K12.IM.8.2	Compare and contrast structural patterns in the target language and own.
	WL.K12.IM.8.3	Compare and contrast the geography and history of countries of the target language and discuss their impact on own culture.
	WL.K12.IM.9: <i>Communities (Intermediate Mid)</i>	
	WL.K12.IM.9.1	Use expanded vocabulary and structures in the target language to access different media and community resources.
	WL.K12.IM.9.2	Use a variety of media venues in the target language to access information about community events and organizations where the target language is spoken.

## Intermediate High K-12

### WL.K12.IH.1: *World Languages - Intermediate High K-12*

#### WL.K12.IH.1: *Interpretive Listening (Intermediate High)*

WL.K12.IH.1.1	Demonstrate understanding of the main idea and supporting details in conversations, presentations, and short discussions, on familiar topics.
WL.K12.IH.1.2	Demonstrate understanding of the main idea and supporting details on familiar and unfamiliar topics.
WL.K12.IH.1.3	Follow informal presentations on a variety of topics.
WL.K12.IH.1.4	Confirm understanding of the message and purpose of a variety of authentic sources found in the target culture such as TV, radio, podcasts and videos.
WL.K12.IH.1.5	Identify the main idea and supporting details from discussions and interviews on familiar topics.
WL.K12.IH.1.6	Demonstrate understanding of complex directions and instructions in unfamiliar settings.

#### WL.K12.IH.2: *Interpretive Reading (Intermediate High)*

WL.K12.IH.2.1	Demonstrate understanding of the main idea and supporting details in texts on familiar and unfamiliar topics.
WL.K12.IH.2.2	Demonstrate understanding of the main idea and supporting details in fictional literary texts containing unfamiliar vocabulary that can be interpreted in context.
WL.K12.IH.2.3	Demonstrate understanding of general written information presented through a variety of sources and intended for practical applications in academic and workplace contexts.
WL.K12.IH.2.4	Demonstrate understanding of the main idea and supporting details when gathering information from texts that contain unfamiliar vocabulary when reading for information.

#### WL.K12.IH.3: *Interpersonal Communication (Intermediate High)*

	WL.K12.IH.3.1	State and support different points of views and take an active part in discussions.
	WL.K12.IH.3.2	Sustain a conversation in uncomplicated situations on a variety of topics.
	WL.K12.IH.3.3	Express degrees of emotion and respond appropriately to the feelings and emotions of others.
	WL.K12.IH.3.4	Exchange detailed information related to areas of mutual interest including careers of choice, job opportunities, etc.
	WL.K12.IH.3.5	Initiate, maintain, and end a conversation on a variety of familiar topics.
	WL.K12.IH.3.6	Often use circumlocution when faced with unfamiliar vocabulary and difficult language structures.
	WL.K12.IH.3.7	Ask for, follow, and give directions in complex situations.
	WL.K12.IH.3.8	Describe and elaborate on a personal situation or problem using details.
	<i>WL.K12.IH.4: Presentational Speaking (Intermediate High)</i>	
	WL.K12.IH.4.1	Present information on familiar topics with clarity and detail using multimedia resources.
	WL.K12.IH.4.2	Present viewpoints on an issue and support opinions with clarity and detail.
	WL.K12.IH.4.3	Describe personal experiences and interests with clarity and detail.
	WL.K12.IH.4.4	Produce reports and multimedia compositions in order to present a group project.
	WL.K12.IH.4.5	Use paraphrasing, circumlocution, and illustrations to make self more clearly understood when relating experiences and retelling a story.
	WL.K12.IH.4.6	Formulate and deliver a presentation on an assigned topic using multimedia resources to support the presentation.
	<i>WL.K12.IH.5: Presentational Writing (Intermediate High)</i>	

	WL.K12.IH.5.1	Write communications, narratives, descriptions, and explanations on familiar topics using connected, detailed paragraphs.
	WL.K12.IH.5.2	Describe, in writing, personal experiences and interests with clarity and detail.
	WL.K12.IH.5.3	Present, in writing, viewpoints on an issue and support opinion with clarity and detail.
	WL.K12.IH.5.4	Provide clear and detailed information in writing on academic and work topics with clarity and detail.
	WL.K12.IH.5.5	Describe, in writing, events in chronological order.
	WL.K12.IH.5.6	Write about a story and describe reactions with clarity and detail.
	WL.K12.IH.5.7	Write a short essay or biography using descriptive details and a variety of sentence structure.
	WL.K12.IH.6: <i>Culture (Intermediate High)</i>	
	WL.K12.IH.6.1	Investigate practices and perspectives of past and contemporary life in the target culture through a variety of media.
	WL.K12.IH.6.2	Apply language and behaviors that are appropriate to the target culture in an authentic situation.
	WL.K12.IH.6.3	Discuss historical or current contributions of groups representing other languages or cultures (e.g., explorers, historical figures, artists, inventors, etc.)
	WL.K12.IH.6.4	Describe various products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
	WL.K12.IH.7: <i>Connections (Intermediate High)</i>	
	WL.K12.IH.7.1	Gather and interpret information from various disciplines in the target language to reinforce academic knowledge.
	WL.K12.IH.7.2	Gather and interpret information on historic and or contemporary influences from the target language and culture and transfer this information to the language classroom and other disciplines.

WL.K12.IH.8: <i>Comparisons (Intermediate High)</i>		
	WL.K12.IH.8.1	Compare similarities and differences between the target language and own language.
	WL.K12.IH.8.2	Compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and own.
	WL.K12.IH.8.3	Compare the cultural traditions and celebrations that exist in the target cultures and other cultures with own.
WL.K12.IH.9: <i>Communities (Intermediate High)</i>		
	WL.K12.IH.9.1	Use knowledge acquired in the target language to reach out to the community to discuss a variety of topics and present point of view.
	WL.K12.IH.9.2	Participate in activities where communication in the target language is expected (i.e., writing a letter to the editor or engaging in an online discussion on a community issue).

## Advanced Low K-12

WL.K12.AL: *World Languages - Advanced Low K-12*

WL.K12.AL.1: *Interpretive Listening (Advanced Low)*

WL.K12.AL.1.1 Demonstrate understanding of extended speech on familiar and unfamiliar topics.

WL.K12.AL.1.2 Follow presentations on familiar and unfamiliar topics in different situations.

WL.K12.AL.1.3 Demonstrate understanding of factual information about everyday life, study, or work- related topics.

WL.K12.AL.1.4 Demonstrate understanding of information obtained from authentic sources such as TV, radio, interviews, podcasts and videos in order to function for personal needs within the target culture.

WL.K12.AL.1.5 Identify the main idea and supporting details from discussions and interviews on unfamiliar topics.

WL.K12.AL.1.6 Follow technical instructions for familiar products and services.

WL.K12.AL.2: *Interpretative Reading (Advanced Low)*

WL.K12.AL.2.1 Demonstrate understanding of viewpoints expressed in literary and non-literary texts from a variety of culturally authentic sources.

WL.K12.AL.2.2 Make inferences and predictions from a written source.

WL.K12.AL.2.3 Demonstrate understanding of significant points and essential details presented through newspaper articles or official documents.

WL.K12.AL.2.4 Demonstrate understanding of main idea and supporting details from different types of texts that contain high- frequency idioms.

WL.K12.AL.3: *Interpersonal Communication (Advanced Low)*

WL.K12.AL.3.1 Communicate with moderate fluency and spontaneity on familiar topics, even in complex situations.

WL.K12.AL.3.2 Express and connect ideas when engaged in a lengthy conversation.

WL.K12.AL.3.3 Justify personal preferences, needs and feelings in order to persuade others.

	WL.K12.AL.3.4	Engage comfortably in extended conversations and discussions on a wide variety of topics related to daily life.
	WL.K12.AL.3.5	Maintain a conversation even when unpredictable situations arise in a familiar context.
	WL.K12.AL.3.6	Adapt speech and self-correct when speaking on a variety of topics to convey a clear message.
	WL.K12.AL.3.7	Incorporate formal and informal language and the appropriate register in a conversation.
	WL.K12.AL.3.8	Collaborate to develop and propose solutions to problems.
WL.K12.AL.4: <i>Presentational Speaking (Advanced Low)</i>		
	WL.K12.AL.4.1	Deliver a short presentation on social, academic, or work topics with appropriate complexity for the target audience.
	WL.K12.AL.4.2	Explain viewpoints on an issue of interest, giving advantages and disadvantages of various options.
	WL.K12.AL.4.3	Speak using different time frames and appropriate mood with good control.
	WL.K12.AL.4.4	Communicate ideas on a variety of topics with accuracy, clarity, and precision.
	WL.K12.AL.4.5	Make formal presentations about literary selections demonstrating appropriate language choice, body language, eye contact, and use of gestures.
	WL.K12.AL.4.6	Provide information on academic and job related topics with clarity and detail.
WL.K12.AL.5: <i>Presentational Writing (Advanced Low)</i>		
	WL.K12.AL.5.1	Express, in writing, ideas on a variety of topics presented in clear, organized texts.
	WL.K12.AL.5.2	Write work-related documents (fill out an application, prepare a resume, write a business letter).
	WL.K12.AL.5.3	Write well-organized essays, summaries, and reports on a broad range of topics including those that have been personally researched using authentic texts.
	WL.K12.AL.5.4	Use idioms and idiomatic expressions in writing.
	WL.K12.AL.5.5	Write using different time frames and appropriate mood.

	WL.K12.AL.5.6	Write using style, language, and tone appropriate to the audience and purpose of the presentation.
	WL.K12.AL.5.7	Write in a variety of forms including narratives (fiction, autobiography) with clarity and details.
WL.K12.AL.6: <i>Culture (Advanced Low)</i>		
	WL.K12.AL.6.1	Compare and contrast cultural practices and perspectives among cultures with the same language in order to dispel stereotyping.
	WL.K12.AL.6.2	Explain why the target language has value in culture and in a global society.
	WL.K12.AL.6.3	Analyze the contributions of diverse groups within the target culture(s) made by scientists, mathematicians, writers, political leaders, migrants, immigrants, athletes).
	WL.K12.AL.6.4	Discuss products from the target culture(s) (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
WL.K12.AL.7: <i>Connections (Advanced Low)</i>		
	WL.K12.AL.7.1	Apply knowledge gained in the target language to make connections to other content areas.
	WL.K12.AL.7.2	Distinguish among viewpoints presented through the target language and incorporate this knowledge to reinforce and further knowledge of other disciplines.
WL.K12.AL.8: <i>Comparisons (Advanced Low)</i>		
	WL.K12.AL.8.1	Apply new structural patterns acquired in the target language.
	WL.K12.AL.8.2	Discriminate between different registers of language (formal/informal, literary/colloquial, written/conversational), and explain their cultural implications.
	WL.K12.AL.8.3	Develop an appreciation for cultural differences by comparing and contrasting patterns of behavior or interaction in various cultural settings including student's own.
WL.K12.AL.9: <i>Communities (Advanced Low)</i>		
	WL.K12.AL.9.1	Apply knowledge gained in the target language to make presentations as part of extra curricular activities beyond the school setting.
	WL.K12.AL.9.2	Create and present activities- in the target language- (i.e., drama, poetry, art, music) through a variety of media where communication is extended outside the classroom.

## Advanced Mid K-12

### WL.K12.AM: *World Languages - Advanced Mid K-12*

#### WL.K12.AM.1: *Interpretive Listening (Advanced Mid)*

	WL.K12.AM.1.1	Demonstrate understanding of factual information about common everyday or job-related topics.
	WL.K12.AM.1.2	Demonstrate understanding of presentations where different accents and lexical variations are used.
	WL.K12.AM.1.3	Demonstrate understanding of presentations even when idiomatic, technical, or slang expressions are used.
	WL.K12.AM.1.4	Demonstrate understanding of the underlying meaning of culturally authentic expressions as presented through a variety of media.
	WL.K12.AM.1.5	Demonstrate understanding of different points of view in a discussion.
	WL.K12.AM.1.6	Follow complex technical instructions and specifications in real life settings.

#### WL.K12.AM.2: *Interpretative Reading (Advanced Mid)*

	WL.K12.AM.2.1	Demonstrate understanding of long, complex texts and recognize different literary and technical styles from a variety of culturally authentic sources.
	WL.K12.AM.2.2	Demonstrate understanding of different points of view presented through a variety of literary works.
	WL.K12.AM.2.3	Demonstrate understanding of the content and relevance of news items, articles, and reports on a wide range of professional topics.
	WL.K12.AM.2.4	Demonstrate understanding of idioms and idiomatic expressions, and infer meaning of unfamiliar words used in context.

#### WL.K12.AM.3: *Interpersonal Communication (Advanced Mid)*

	WL.K12.AM.3.1	Express self with fluency and flexibility on a range of familiar and unfamiliar topics, including concrete social, academic, and professional topics.
	WL.K12.AM.3.2	Take an active role in formal and informal discussions when communicating with native speakers in a variety of settings, types of discourse, topics, and registers.
	WL.K12.AM.3.3	Elaborate on and justify personal preferences, needs, and feelings.

	WL.K12.AM.3.4	Speak fluently, accurately, and effectively about a wide variety of events that occur in different time frames.
	WL.K12.AM.3.5	Exchange and develop information about personal and academic tasks.
	WL.K12.AM.3.6	Use a variety of idiomatic and culturally authentic expressions appropriately.
	WL.K12.AM.3.7	Exchange general information on a variety of topics outside fields of interest.
	WL.K12.AM.3.8	Handle a complex situation or unexpected turn of events and propose solutions to problems presented during interaction.
	WL.K12.AM.4: <i>Presentational Speaking (Advanced Mid)</i>	
	WL.K12.AM.4.1	Deliver an articulated presentation on personal, academic, or professional topics.
	WL.K12.AM.4.2	Describe, with ease and detail, topics related to home, school, work, leisure activities, and personal interests.
	WL.K12.AM.4.3	Narrate, with ease and detail, events of current, public, or personal interest.
	WL.K12.AM.4.4	Prepare and deliver presentations based on inquiry or research.
	WL.K12.AM.4.5	Narrate a story and describe reactions with clarity and detail.
	WL.K12.AM.4.6	Synthesize and summarize information gathered from various authentic sources when speaking to diverse groups.
	WL.K12.AM.5: <i>Presentational Writing (Advanced Mid)</i>	
	WL.K12..AM.5.1	Write detailed texts on a broad variety of concrete social and professional topics and apply appropriate strategies to evaluate a final product.
	WL.K12.AM.5.2	Produce detailed texts on a broad variety of concrete and professional topics that have been revised and edited with peer input.
	WL.K12.AM.5.3	Adapt writing to a variety of audiences, such as editorial readers, professionals, and the general public.
	WL.K12.AM.5.4	Incorporate, with accuracy, idioms and culturally authentic expressions in writing.
	WL.K12.AM.5.5	Write with clarity following consistent control of time frames and mood.

	WL.K12.AM.5.6	Produce a persuasive essay and sustain and justify opinions and arguments in writing.
	WL.K12.AM.5.7	Incorporate figurative language, emotions, gestures, rhythm, and appropriate format into a literary original piece.
	WL.K12.AM.6: <i>Culture (Advanced Mid)</i>	
	WL.K12.AM.6.1	Evaluate practices and perspectives (such as patterns of behavior, values, attitudes, beliefs, or viewpoints) typical of the target culture(s).
	WL.K12.AM.6.2	Use background knowledge and think critically in order to function successfully within the target culture to meet personal, professional, and academic needs.
	WL.K12.AM.6.3	Evaluate the effects of the target cultures contributions on other societies.
	WL.K12.AM.6.4	Research diverse cultural products among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems).
	WL.K12.AM.7: <i>Connections (Advanced Mid)</i>	
	WL.K12.AM.7.1	Analyze, reinforce, and further knowledge of other disciplines through the target language.
	WL.K12.AM.7.2	Analyze within an unfamiliar context, information from other disciplines to reinforce previous knowledge and acquire new content area knowledge.
	WL.K12.AM.8: <i>Comparisons (Advanced Mid)</i>	
	WL.K12.AM.8.1	Describe cultural perspectives as reflected in a variety of literary genres and compare and contrast to own culture.
	WL.K12.AM.8.2	Analyze the sound symbol association between the target language and own.
	WL.K12.AM.8.3	Conduct research on works produced by native speakers of the target language (e.g., writers, journalists, artists, media persons) to determine cultural impact on our own language and culture.
	WL.K12.AM.9: <i>Communities (Advanced Mid)</i>	
	WL.K12.AM.9.1	Use knowledge acquired in the target language to access information on careers and employment opportunities.

	WL.K12.AM.9.2	Engage in opportunities to increase awareness of careers for which skills in another language and cross-cultural understandings are needed by accessing information through different media.
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## Advance High K-12

WL.K12.AH: *World Languages - Advanced High K-12*

WL.K12.AH.1: *Interpretive Listening (Advanced High)*

WL.K12.AH.1.1	Demonstrate understanding of extended speech and short lectures on a variety of topics.
WL.K12.AH.1.2	Demonstrate understanding of the main ideas on both concrete and abstract topics.
WL.K12.AH.1.3	Analyze the speakers perspective, tone and style as well as differentiate viewpoints heard in a variety of situations.
WL.K12.AH.1.4	Demonstrate understanding of the message and purpose of essential authentic sources found in the target culture such as TV, radio, podcasts, and videos.
WL.K12.AH.1.5	Understand and critique most films on historical, political, or scientific topics as well as make inferences and predictions from a variety of spoken sources.
WL.K12.AH.1.6	Follow extended speech and complex lines of arguments when the direction of the talk is clearly stated by the speaker.

WL.K12.AH.2: *Interpretive Reading (Advanced High)*

WL.K12.AH.2.1	Make appropriate inferences and recognize literary elements from a variety of culturally authentic sources.
WL.K12.AH.2.2	Interpret and synthesize meaning from a variety of fictional works and recognize the authors purpose.
WL.K12.AH.2.3	Analyze the primary argument and supporting details in written texts.
WL.K12.AH.2.4	Demonstrate understanding of idiomatic expressions, proverbs, and sayings from a variety of texts and derive meaning from unknown words by using context clues.

WL.K12.AH.3: *Interpersonal Communication (Advanced High)*

WL.K12.AH.3.1	Express self with fluency, flexibility, and precision on concrete and abstract topics.
WL.K12.AH.3.2	Communicate with native speakers in a variety of settings, types of discourse, topics, and registers.
WL.K12.AH.3.3	Express personal perspectives and support opinions clearly and precisely in order to persuade others or negotiate a compromise.
WL.K12.AH.3.4	Develop and defend complex information during debates or meetings.

	WL.K12.AH.3.5	Exchange, develop, and synthesize complex information about personal, academic, and professional tasks.
	WL.K12.AH.3.6	Provide structured arguments and develop and support hypotheses, working around occasional difficulties.
	WL.K12.AH.3.7	Exchange detailed information on matters within and beyond academic fields of interest, personal needs, and desires.
	WL.K12.AH.3.8	Prepare for and participate effectively in a discussion expressing solutions clearly and persuasively.
WL.K12.AH.4: <i>Presentational Speaking (Advanced High)</i>		
	WL.K12.AH.4.1	Deliver a clear and precise presentation that engages and informs a specific type of audience.
	WL.K12.AH.4.2	Communicate with accuracy, clarity, and precision on many concrete and abstract topics.
	WL.K12.AH.4.3	Deliver and defend a viewpoint on an academic or professional issue.
	WL.K12.AH.4.4	Deliver planned and impromptu presentations to a variety of audiences using appropriate multimedia resources.
	WL.K12.AH.4.5	Deliver narrative and informative presentations, including oral responses to literature and use language appropriate to the situation.
	WL.K12.AH.4.6	Incorporate with ease appropriate idiomatic and culturally authentic expression in presentations.
WL.K12.AH.5: <i>Presentational Writing (Advanced High)</i>		
	WL.K12.AH.5.1	Write with fluency and clarity well-structured documents on complex topics.
	WL.K12.AH.5.2	Create well-structured and easily readable reports, summaries, or articles on complex topics that have been revised and edited for correct use of grammar, varied sentence structure, punctuation, and capitalization.
	WL.K12.AH.5.3	Write with precision and detail about abstract topics synthesizing and summarizing information gathered from various authentic sources (written and oral).
	WL.K12.AH.5.4	Incorporate, with accuracy, idioms and culturally authentic expressions in writing with ease.

	WL.K12.AH.5.5	Write a narrative about an experience in a clear, fluent style appropriate to different genres.
	WL.K12.AH.5.6	Write about a variety of topics and apply appropriate strategies to evaluate and refine the final draft.
	WL.K12.AH.5.7	Write creative pieces (poetry, narratives, and plays) using effective imagery and the appropriate literary devices to genre.
	WL.K12.AH.6: <i>Culture (Advanced High)</i>	
	WL.K12.AH.6.1	Discuss practices and perspectives of the culture(s) studied and describe how they are interrelated to topics of philosophy, social issues, regionalisms, and traditions of cultures other than own.
	WL.K12.AH.6.2	Analyze aspects of the target language that are expressions of culture.
	WL.K12.AH.6.3	Summarize the impact of influential people and events, and their contributions to the global community.
	WL.K12.AH.6.4	Analyze diverse cultural products among groups in other societies (e.g., celebrations, literature, architecture, music, dance, theater, political systems, economic systems, number systems, social systems, belief systems).
	WL.K12.AH.7: <i>Connections (Advanced High)</i>	
	WL.K12.AH.7.1	Synthesize information from different subject areas through the target language to further knowledge of own language and culture.
	WL.K12.AH.7.2	Analyze and synthesize information gathered in the target language to make connections to other content areas and complex real world situations.
	WL.K12.AH.8: <i>Comparisons (Advanced High)</i>	
	WL.K12.AH.8.1	Analyze the form, meaning, and importance of perspectives, practices, and products of the target culture and compare it to own culture.

	WL.K12.AH.8.2	Investigate regional and national sound pattern differences (e.g., pronunciation, intonation, word stress) within the target language and own.
	WL.K12.AH.8.3	Research cultural traditions and celebrations that exist in the target cultures and other cultures and evaluate the viewpoints behind them.
	WL.K12.AH.9: <i>Communities (Advanced High)</i>	
	WL.K12.AH.9.1	Use language skills and cultural understanding beyond immediate environment for personal growth.
	WL.K12.AH.9.2	Access organizations or individuals through different types of communication to request information about professional activities (such as job opportunities) available in the target language.

## Superior

WL.K12.SU: <i>World Languages - Superior</i>		
WL.K12.SU.1: <i>Interpretive Listening (Superior)</i>		
	WL.K12.SU.1.1	Demonstrate understanding of lexical variations, idiomatic expressions, colloquialism, and accents from different countries where the target language
	WL.K12.SU.1.2	Connect and synthesize the essentials of complex extended discourse in academic and professional settings.
	WL.K12.SU.1.3	Analyze cultural references and make inferences and predictions within the cultural framework of the language.
	WL.K12.SU.1.4	Draw conclusions from information obtained from a variety of authentic media in order to function for both personal and career purposes.
	WL.K12.SU.1.5	Demonstrate understanding of spoken language intended for native speakers in a variety of settings, types of discourse, topics, styles, registers and broad regional variations.
	WL.K12.SU.1.6	Follow information from recorded authentic complex passages.
WL.K12.SU.2: <i>Interpretative Reading (Superior)</i>		
	WL.K12.SU.2.1	Interpret information and draw conclusions from concepts and ideas with ease from culturally authentic sources on a variety of topics.
	WL.K12.SU.2.2	Detect and interpret hidden meaning and recognize tone and subtlety from a variety of literary genres.
	WL.K12.SU.2.3	Interpret and analyze forms of written language including abstract, structurally complex, or highly colloquial non-literary writings.
	WL.K12.SU.2.4	Demonstrate understanding of written language intended for native speakers in a variety of settings, types of discourse, topics, styles, registers and broad regional lexical variations.
WL.K12.SU.3: <i>Interpersonal Communication (Superior)</i>		
	WL.K12.SU.3.1	Use language for all purposes effectively and consistently.
	WL.K12.SU.3.2	Convey finer shades of meaning with ease by using a wide range of expressions in any conversation or discussion.
	WL.K12.SU.3.3	Express and defend viewpoints or recommendations on a variety of topics or statements.

	WL.K12.SU.3.4	Participate with ease in complex discussions with multiple participants on a wide variety of topics.
	WL.K12.SU.3.5	Become a life-long learner by using the language for personal enjoyment and enrichment as well as for career purposes.
	WL.K12.SU.3.6	Speak with ease on almost all topics, using appropriate regional and colloquial expressions.
	WL.K12.SU.3.7	Deliver and defend recommendations in business, scientific, academic, or social contexts.
	WL.K12.SU.3.8	Think critically and apply concepts in the target language in order to more effectively communicate, solve problems and accomplish goals when interacting with a native speaker.
WL.K12.SU.4: <i>Presentational Speaking (Superior)</i>		
	WL.K12.SU.4.1	Deliver a clear and fluid presentation for a variety of purposes in a style appropriate to any type of audience.
	WL.K12.SU.4.2	Give a clearly articulated, well- structured presentation on a complex topic.
	WL.K12.SU.4.3	Adapt presentation to reflect attitudes and culture of the audience.
	WL.K12.SU.4.4	Present fluently and with ease in a variety of settings.
	WL.K12.SU.4.5	Prepare and present original work (e.g., poems, reports, plays, stories) supported by research.
	WL.K12.SU.4.6	Adapt oral presentations spontaneously to meet unexpected needs.
WL.K12.SU.5: <i>Presentational Writing (Superior)</i>		
	WL.K12.SU.5.1	Effectively and consistently express self in writing using a variety of styles for academic and professional audience and purposes.
	WL.K12.SU.5.2	Write, edit and prepare for final publication a well-structured critical review of a paper, project, or cultural event.
	WL.K12.SU.5.3	Write a report based on conducted research summarizing the opinions of others, and analyzing information and facts.
	WL.K12.SU.5.4	Incorporate figurative language as well as national and regional idiomatic and culturally authentic expressions in writing.
	WL.K12.SU.5.5	Use humor and irony when writing an essay.
	WL.K12.SU.5.6	Write fluently about complex topics, emphasizing the important issues in a style appropriate to the reader including letters to the editor of a newspaper.

	WL.K12.SU.5.7	Write creative fiction that includes and authentic setting coherent plot and distinct characters with effective details.
WL.K12.SU.6: <i>Culture (Superior)</i>		
	WL.K12.SU.6.1	Apply knowledge and understanding of the practices and perspectives of the target culture(s) (such as social and political factors) in order to communicate effectively within and beyond the classroom.
	WL.K12.SU.6.2	Discuss various aspects of the target culture such as world events and other current news taken place in order to determine their global significance.
	WL.K12.SU.6.3	Interpret information in the target language on a variety of topics related to the target culture's philosophy, social issues, regionalisms and cultural traditions presented through a variety of media, including authentic materials.
	WL.K12.SU.6.4	Examine the relationships between products and perspectives among groups in other societies (e.g., mythology relates to the perspective of a belief system, folk medicine relates to the perspective of health care).
WL.K12.SU.7: <i>Connections (Superior)</i>		
	WL.K12.SU.7.1	Use knowledge acquired through target language resources from a variety of subject areas to investigate and interpret and evaluate findings.
	WL.K12.SU.7.2	Investigate and interpret findings from authentic resources written in the target language on world events and current news related to the arts and sciences.
WL.K12.SU.8: <i>Comparisons (Superior)</i>		
	WL.K12.SU.8.1	Analyze the relationship of historical and contemporary attitudes, behaviors, and products in the target culture and compare to own culture.
	WL.K12.SU.8.2	Analyze and explain local, regional, and national language differences in the countries where the target language is spoken.
	WL.K12.SU.8.3	Research different aspects of the target culture(s) and own culture in order to evaluate and refine generalizations and dispel stereotypes.

WL.K12.SU.9: <i>Communities (Superior)</i>		
	WL.K12.SU.9.1	Use the skills acquired in the target language to interact with native speakers of the language on a variety of topics.
	WL.K12.SU.9.2	Interact with people of other cultures- in the target language- about familiar and unfamiliar topics that have a significant impact in our daily lives.

## AP Spanish

<i>APSPAN.CT: Comprehend Text - Comprehend written, audio, audiovisual, and visual text.</i>		
<i>APSPAN.CT.1.A: Describe the literal meaning of the text.</i>		
	APSPAN.CT.1.A.1	Identify the main idea.
	APSPAN.CT.1.A.2	Identify supporting/relevant details.
	APSPAN.CT.1.A.3	Retell or summarize information in narrative form.
	APSPAN.CT.1.A.4	Use sources to enhance comprehension.
<i>APSPAN.CT.1.B: Describe the data.</i>		
	APSPAN.CT.1.B.1	Identify and describe patterns and trends in data.
	APSPAN.CT.1.B.2	Describe data from a table, chart, graph, map, or infographic.
<i>APSPAN.MK: Make Connections - Make interdisciplinary and cultural connections.</i>		
<i>APSPAN.MK.2.A: Make cultural connections</i>		
	APSPAN.MK.2.A.1	Identify and/or describe content and connections among cultural topics.
	APSPAN.MK.2.A.2	Explain how data from a graph or table illustrate cultural topics or phenomena.
	APSPAN.MK.2.A.3	Explain how information from a text connects or relates to the target cultural topics or phenomena.
	APSPAN.MK.2.A.4	Infer cultural information from a text.
<i>APSPAN.MK.2.B: Make connections in and across disciplines.</i>		
	APSPAN.MK.2.B.1	Identify and/or describe content and connections among interdisciplinary topics.
	APSPAN.MK.2.B.2	Explain how data from a graph or table illustrate interdisciplinary topics or phenomena.
	APSPAN.MK.2.B.3	Explain how information from a text connects or relates to interdisciplinary topics or phenomena.
	APSPAN.MK.2.B.4	Infer interdisciplinary information from a text.
<i>APSPAN.IT: Interpret Text - Interpret the content of written or audio text.</i>		
<i>APSPAN.IT.3.A: Interpret the distinguishing features of a text.</i>		
	APSPAN.IT.3.A.1	Identify the intended audience.
	APSPAN.IT.3.A.2	Identify the purpose.

	APSPAN.IT.3.A.3	Identify and/or describe the point(s) of view, perspective(s), tone, or attitude.
	APSPAN.IT.3.A.4	Identify organizing and/or rhetorical structures and/or strategies.
	APSPAN.IT.3.B: <i>Interpret the meaning of a text.</i>	
	APSPAN.IT.3.B.1	Identify and/or describe similarities and/or differences among different types of texts.
	APSPAN.IT.3.B.2	Infer implied meanings through context.
	APSPAN.MM: <i>Make Meanings - Make meanings from words and expressions.</i>	
	APSPAN.MM.4.A: <i>Determine the meaning of familiar and unfamiliar words.</i>	
	APSPAN.MM.4.A.1	Determine the meaning of a variety of vocabulary. (not assessed on Exam)
	APSPAN.MM.4.A.2	Deduce the meaning of unfamiliar words or expressions.
	APSPAN.MM.4.B: <i>Use words appropriate for a given context.</i>	
	APSPAN.MM.4.B.1	Use a variety of vocabulary in written and spoken communication.
	APSPAN.MM.4.B.2	Explain and use idiomatic and culturally authentic expressions.
	APSPAN.SO: <i>Speak to Others - Communicate interpersonally by speaking with others.</i>	
	APSPAN.SO.5.A: <i>Understand and apply appropriate communication strategies in interpersonal speaking.</i>	
	APSPAN.SO.5.A.1	Initiate, maintain, and close spoken exchanges.
	APSPAN.SO.5.A.2	Comprehend an interlocutor's message in spoken exchanges.
	APSPAN.SO.5.A.3	Provide and obtain relevant information in spoken exchanges.
	APSPAN.SO.5.A.4	Use appropriate register and greeting for the intended target culture audience in spoken exchanges.
	APSPAN.SO.5.A.5	Use pronunciation that is comprehensible when interacting with speakers of the target language in spoken exchanges.
	APSPAN.SO.5.A.6	Use effective intonation patterns, pacing, and delivery when interacting with speakers of the target language in spoken exchanges.
	APSPAN.SO.5.A.7	Use communication strategies, such as circumlocution, requesting clarification, asking for repetition, and paraphrasing to maintain spoken exchanges.
	APSPAN.SO.5.B: <i>Understand and apply appropriate and varied syntactical expressions in interpersonal speaking.</i>	
	APSPAN.SO.5.B.1	Use a variety of grammar and syntax in spoken exchanges.

	APSPAN.SO.5.B.2	Use transitional expressions and cohesive devices in spoken exchanges.
	APSPAN.SO.5.B.3	Comprehend and produce simple, compound, and complex sentences in a variety of time frames in spoken exchanges.
	APSPAN.SO.5.B.4	Monitor language production; recognize errors and attempt self-correction in spoken exchanges.
APSPAN.WO: <i>Write to Others - Communicate interpersonally by writing to others.</i>		
	APSPAN.WO.6.A: <i>Understand and apply appropriate communication strategies in interpersonal writing.</i>	
	APSPAN.WO.6.A.1	Initiate, maintain, and close written exchanges.
	APSPAN.WO.6.A.2	Provide and obtain relevant information in written exchanges.
	APSPAN.WO.6.A.3	Use a variety of grammar and syntax in written exchanges.
	APSPAN.WO.6.A.4	Use register appropriate for the intended target culture audience in written exchanges.
	APSPAN.WO.6.A.5	Use communication strategies such as circumlocution, requesting clarification, and paraphrasing to maintain written exchanges.
	APSPAN.WO.6.B: <i>Understand and apply appropriate and varied syntactical expressions in interpersonal writing.</i>	
	APSPAN.WO.6.B.1	Use transitional expressions and cohesive devices to create paragraph-length discourse in written exchanges.
	APSPAN.WO.6.B.2	Comprehend and produce simple, compound, and complex sentences in a variety of time frames in written exchanges.
	APSPAN.WO.6.B.3	Use standard conventions of the written language (e.g., capitalization, orthography, accents, punctuation) in written exchanges.
	APSPAN.WO.6.B.4	Monitor language production; recognize errors and attempt self-correction in written exchanges. (not assessed on Exam)

# Diocese of Venice High School Theology

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*9<sup>th</sup> - 12<sup>th</sup> Grade*



# *Basic Principles Underlying All Standards to be Used for the Planning of Curriculum for the Diocese of Venice*

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Basic principles which inform all Catholic education in the Schools of the Diocese of Venice are:

- All knowledge, in some way, reflects God’s Truth, Beauty and Goodness.
- Curriculum and instruction enable deeper incorporation of the children into the Church, the formation of community within the school; and respect for the uniqueness and dignity of each person as created in the image of God.
- Education fosters growth in Christian virtue and contributes to development and formation of the whole person in light of his/her ultimate end and the good of the society of which he/she is a member.
- Each subject is to be examined in the context of the Catholic faith and is to be illuminated by Gospel values.
- Learning and formation occur in the Catholic school without separation as does the development of each student on both the natural and supernatural levels.
- Curriculum and instruction seeks to promote a synthesis of faith, life and culture and to form students as disciples of Jesus.



# Gifts of CHRIST<sup>©</sup> at the Diocese of Venice Catholic Schools

The *Gifts of C.H.R.I.S.T.*<sup>©</sup> are dispositions made up of 4 Catholic virtues (humility, prudence, fortitude, and affability) and the three transcendentals (truth, beauty, and goodness) of the Catholic faith. CHRIST in the *Gifts of C.H.R.I.S.T.*<sup>©</sup> stands for **C**atholic **H**abits and **R**esponses in **S**chool and on **T**eams. Through curricular and extracurricular learning experiences at a Diocese of Venice Catholic school, PK-12<sup>th</sup> grade students will learn about the 7 *Gifts of C.H.R.I.S.T.*<sup>©</sup> and how to consciously think, behave, and respond to challenging situations using the moral and ethical values and virtues of the Catholic faith.

<b>GOC.T</b>	<b>Truth</b>		
	GOC.T.1	I will seek to understand the truth in all situations.	
	GOC.T.2	I will be truthful in the way I act, and respond, and accept truth around me.	
<b>GOC.B</b>	<b>Beauty</b>		
	GOC.B.1	I will seek beauty in all things and in all situations.	
	GOC.B.2	I will find the beauty of God's creation and wonders around me.	
<b>GOC.G</b>	<b>Goodness</b>		
	GOC.G.1	I will exhibit goodness as God's example during my daily life.	
	GOC.G.2	I will seek goodness in learning situations and remember to see God's likeness and goodness even in my opponents.	
<b>GOC.A</b>	<b>Affability</b>		
	GOC.A.1	I can be kind and treat others the way I would want to be treated.	
	GOC.A.2	I can treat others with respect, and I can be approachable and friendly.	
<b>GOC.H</b>	<b>Humility</b>		
	GOC.H.1	I embrace the wisdom and knowledge that my mentors and teachers have to offer, and I understand that I can learn from their knowledge and experiences.	
	GOC.H.2	I am humbled with the knowledge and talents I have, and I understand that I can always learn more.	
<b>GOC.P</b>	<b>Prudence</b>		
	GOC.P.1	I embrace learning from others, and I understand the importance of sharing my knowledge and talents by teaching others as well.	
	GOC.P.2	I can be prudent in making ethical decisions by using my Catholic faith and values as a moral compass.	
<b>COG.F</b>	<b>Fortitude</b>		
	COG.F.1	I can do all things through Christ who strengthens me.	
	COG.F.2	I will seek courage in difficult situations in pursuit of what is true, beautiful, and good.	

USCCB.1: The Revelation of Jesus Christ in Scripture		
	USCCB.1.I.A: How Do We Know About God? - The thirst and desire for God (Catechism of the Catholic Church [CCC], nos. 27-30, 44-45, 1718)	
USCCB.1.I.A.1	Within all people there is a longing for God	
USCCB.1.I.A.2	That longing itself is from God, who desires and initiates a relationship with each person	
USCCB.1.I.A.3	Only in God can lasting joy and peace be found in this life and in the next	
USCCB.1.I.B: How Do We Know About God? - God revealed in many ways		
USCCB.1.I.B.1	<p>Natural revelation (CCC, nos. 32-34)</p> <ul style="list-style-type: none"> <li>•a. Natural revelation attested to in Sacred Scripture (CCC, no. 32) <ul style="list-style-type: none"> <li>•1) Old Testament references, including Genesis and Wisdom</li> <li>•2) Paul's Letter to the Romans</li> </ul> </li> <li>•b. Patristic testimony (CCC, no 32)</li> <li>•c. Scholastic theology's arguments for the existence of God (CCC, nos. 31, 34). <ul style="list-style-type: none"> <li>•1) St. Thomas Aquinas and the five proofs for the existence of God.</li> </ul> </li> <li>•d. Vatican I: we can grasp with certainty the existence of God through human reason (CCC, nos. 36-38, 46-47).</li> <li>•e. Contemporary arguments based on the human person's opening to truth, beauty, moral goodness, freedom, voice of conscience (CCC, no. 33).</li> </ul>	
USCCB.1.I.B.2	<p>Divine Revelation</p> <ul style="list-style-type: none"> <li>•a. Definition/meaning (CCC, nos. 50-53, 68-69).</li> <li>•b. Scripture as a divinely inspired record of God's Revelation in history (CCC, nos. 54-64, 70-72). <ul style="list-style-type: none"> <li>•1) Abraham, Isaac, Jacob (CCC, nos. 59, 145, 147).</li> <li>•2) Moses (CCC, no. 61).</li> <li>•3) Old Testament prophets (CCC, nos. 61-64, 522).</li> <li>•4) Wisdom literature.</li> <li>•5) Preparation through John the Baptist (CCC, nos. 523, 717-720).</li> </ul> </li> <li>•c. Jesus Christ, the first and the last, the definitive Word of Revelation, the one to whom all Scripture bears witness, is God's only Son (CCC, nos. 65-67, 73, 101-104, 134, 423).</li> </ul>	
USCCB.1.I.B.3	<p>The transmission of Divine Revelation (CCC, nos. 74-95).</p> <ul style="list-style-type: none"> <li>•a. Apostolic Tradition (CCC, nos. 74-79, 96).</li> </ul>	

		<ul style="list-style-type: none"> <li>•b. The relationship between Tradition and Sacred Scripture (CCC, nos. 80-83, 97).</li> <li>•c. The Deposit of Faith and the role of the Church (CCC, nos. 84-95, 98-100).</li> </ul>	
	USCCB.1.II.A: About Sacred Scripture - Divine Inspiration.		
	USCCB.1.II.A.1	Inspiration is the gift of the Holy Spirit by which a human author was able to write a biblical book which really has God as the author and which teaches faithfully and without error the saving truth that God willed to be consigned to us for our salvation (CCC, nos. 105, 135).	
	USCCB.1.II.A.2	Since God inspired the biblical writers, he is the author of Scripture (CCC, nos. 105-106, 136).	
	USCCB.1.II.A.3	Because the human authors needed to use the language and thinking of their time, we need to study the conditions and use of language in the context of their time and understand what they intended to communicate, remembering that these human authors might not have been conscious of the deeper implications of what God wanted to communicate (CCC, nos. 106, 108-114).	
	USCCB.1.II.A.4	The Bible is inerrant in matters of Revelation and faith: because God is the author of Scripture, all the religious truths that God intends to reveal concerning our salvation are true; this attribute is called “inerrancy” (see DV, no. 11; CCC, no. 107).	
	USCCB.1.II.A.5	The Bible is a sacred text for Christians; it contains in the Old Testament writings sacred to the Jews.	
	USCCB.1.II.B: About Sacred Scripture - How the Bible came to be.		
	USCCB.1.II.B.1	Oral tradition and its role (CCC, nos. 76, 126).	
	USCCB.1.II.B.2	Development of the written books (CCC, nos. 76, 106).	
	USCCB.1.II.B.3	<p>Setting the canon of Scripture (CCC, no. 120).</p> <ul style="list-style-type: none"> <li>•a. Apostolic Tradition is the basis for which books the Church included (CCC, nos. 120, 138).</li> <li>•b. Sometimes other criteria came into play, e.g., the Gnostic gospels were rejected in part because they did not include or shied away from the suffering and Death of Jesus.</li> <li>•c. Local Councils of Hippo (AD 393) and Carthage (AD 397).</li> <li>•d. Ecumenical Council of Trent (AD 1545-1563).</li> </ul>	
	USCCB.1.II.B.4	Translations of Scripture.	
	USCCB.1.II.C: About Sacred Scripture - Sacred Scripture in the life of the Church.		
	USCCB.1.II.C.1	Importance of Sacred Scripture (CCC, nos. 131, 133, 141).	
	USCCB.1.II.C.2	Study of Sacred Scripture (CCC, no. 132).	
	USCCB.1.II.C.3	<p>Scripture and prayer.</p> <ul style="list-style-type: none"> <li>•a. Liturgy of the Hours (CCC, nos. 1176-1177).</li> </ul>	

	<ul style="list-style-type: none"> <li>•b. Scripture at Mass and other liturgies (CCC, nos. 103, 1096, 1100, 1184, 1190, 1349).</li> <li>•c. The psalms and the Our Father are biblical prayers shared by all Christians (CCC, nos. 2585ff., 2759ff.).</li> <li>•d. Lectio divina: a meditative, prayerful approach to Scripture (CCC, nos. 1177, 2708).</li> <li>•e. Scripture as basis for individual prayer and for prayer within small Christian communities and other parish, school, or local gatherings (CCC, nos. 2653-2654).</li> </ul>	
USCCB.1.III.A: Understanding Scripture - Authentic interpretation of the Bible is the responsibility of the teaching office of the Church (CCC, nos. 85-87, 100).		
USCCB.1.III.A.1	Divino Afflante Spiritu (Pius XII, 1943; permitted limited use of modern methods of biblical criticism).	
USCCB.1.III.A.2	Dei Verbum (DV) (Vatican II, 1965; Church teaching on Revelation).	
USCCB.1.III.A.3	Pontifical Biblical Commission, Interpretation of the Bible in the Church, 1993, nos. 5-19.	
USCCB.1.III.B: Understanding Scripture - Criteria for interpreting the Sacred Scripture (CCC, nos. 109-114, 137).		
USCCB.1.III.B.1	Read and interpret Sacred Scripture within the tradition and teaching of the Church.	
USCCB.1.III.B.2	Give attention both to what the human authors intended to say and to what God reveals to us by their words.	
USCCB.1.III.B.3	Take into account the conditions of the time when it was written and the culture where it was written.	
USCCB.1.III.B.4	Read and interpret Sacred Scripture in the light of the same Holy Spirit by whom it was written (DV, nos. 12-13).	
USCCB.1.III.B.5	Read and interpret each part of Sacred Scripture with an awareness and understanding of the unity of the content and teaching of the entire Bible.	
USCCB.1.III.B.6	Be attentive to the analogy of faith, that is, the unity that exists in all Church teaching.	
USCCB.1.III.C: Understanding Scripture - Senses of Scripture (CCC, nos. 115, 118-119).		
USCCB.1.III.C.1	The literal sense: the meaning conveyed by the words of Scripture and discovered by exegesis (CCC, nos. 109-110, 116).	
USCCB.1.III.C.2	<p>The spiritual sense (CCC, no. 117).</p> <ul style="list-style-type: none"> <li>•a. Allegorical sense: recognizing the significance of events in the Bible as they relate to Christ.</li> <li>•b. Moral sense: Scripture teaches us and encourages us how to live and act.</li> <li>•c. Anagogical sense: Scripture speaks to us of eternal realities.</li> </ul>	
USCCB.1.III.D: Understanding Scripture - The Bible in relation to science and history (CCC, nos. 37, 159, 1960).		
USCCB.1.III.D.1	The Church teaches us how to relate truths of faith to science.	

USCCB.1.III.D.2	There can be no conflict between religious truth and scientific and historical truth (CCC, no. 159).
USCCB.1.III.D.3	The difference between the Catholic understanding of Scripture and that of those who interpret the Bible in an overly literalist, fundamentalist way or with an approach limited to a symbolic understanding.
USCCB.1.III.E: Understanding Scripture - Ancillary approaches to Scripture.	
USCCB.1.III.E.1	Research done by scholars' critiques of Scripture's texts, history, editing, etc.
USCCB.1.III.E.2	Biblical archaeology: discoveries of Dead Sea Scrolls, Nag Hammadi, targums, and other authentic ancient texts.
USCCB.1.III.E.3	The forms of literature in the Bible.
USCCB.1.IV.A: Overview of the Bible - Old Testament (CCC, nos. 121-123, 138).	
USCCB.1.IV.A.1	This is the name given to the forty-six books which make up the first part of the Bible and record salvation history prior to the coming of the Savior, Jesus Christ (CCC, no. 120). <ul style="list-style-type: none"> <li>•a. Many Protestant Bibles have only thirty-nine books in the Old Testament; other Protestant Bibles contain the additional seven, referring to them as "deuterocanonical."</li> <li>•b. Catholics rely on the Greek version of the Old Testament for their Bible, while Protestants tend to rely on a Hebrew version.</li> </ul>
USCCB.1.IV.A.2	It is called the "Old" Testament because it relates God's teaching and actions prior to the coming of Jesus Christ, who is the fullness of Revelation. It also focuses on the covenant God made with the Jewish people, which is called the "Old Covenant" to distinguish it from the New Covenant made by Jesus Christ (CCC, nos. 121-123).
USCCB.1.IV.A.3	The Old Testament contains the Pentateuch, the Historical books, the Wisdom books, and the Prophetic books.
USCCB.1.IV.B: Overview of the Bible - New Testament (CCC, nos. 120, 124-127).	
USCCB.1.IV.B.1	This is the name given to those twenty-seven books which compose the second part of the Bible and which focus on the life and teachings of Jesus Christ and some writings of the early Church.
USCCB.1.IV.B.2	The New Testament is composed of the Gospels, the Acts of the Apostles, the Epistles or Letters, and the book of Revelation.
USCCB.1.V.A: The Gospels - The Gospels occupy the central place in Scripture (CCC, nos. 125, 139).	
USCCB.1.V.A.1	They proclaim the Good News of Jesus Christ, the Word of God, the definitive Revelation of God.

USCCB.1.V.A.2	The Gospels contain a record of the life of Jesus Christ and of his teachings and redeeming work.	
USCCB.1.V.A.3	The Gospels lead us to accept Jesus Christ in faith and apply his teachings to our lives.	
USCCB.1.V.C: The Gospels - The Synoptic Gospels: Matthew, Mark, and Luke.		
USCCB.1.V.C.1	Approximate dates for each Gospel.	
USCCB.1.V.C.2	What is known about each of these three evangelists.	
USCCB.1.V.C.3	The churches for whom Matthew, Mark, and Luke wrote.	
USCCB.1.V.C.4	The contents of the Synoptic Gospels (CCC, nos. 512-667). <ul style="list-style-type: none"> <li>•a. Infancy narratives in Matthew and Luke.</li> <li>•b. The Baptism of Jesus.</li> <li>•c. The Temptation of Jesus.</li> <li>•d. Sermon on the Mount in Matthew; Sermon on the Plain in Luke.</li> <li>•e. Jesus’ teaching, including the parables.</li> <li>•f. The miracles.</li> <li>•g. Last Supper, the Passion, Death, Resurrection, Ascension (CCC, nos. 1329, 1337, 1366, 1323, 1412, 1521-1522, 1532, 1708, 1992, 2020).</li> </ul>	
USCCB.1.V.D: The Gospels - The Gospel of John.		
USCCB.1.V.D.1	Approximate date of the Gospel and churches for which John wrote.	
USCCB.1.V.D.2	What is known about John.	
USCCB.1.V.D.3	The content of the Gospel of John. <ul style="list-style-type: none"> <li>•a. The Prologue (CCC, nos. 241, 291).</li> <li>•b. John uses Christ’s dialogues and personal testimony and is more mystical (CCC, nos. 547-550).</li> <li>•c. John treats miracles as signs of Christ’s glory/divinity—flows from John 1:14.</li> <li>•d. The Bread of Life discourse (Jn 6).</li> <li>•e. Christ’s Last Supper discourse and priestly prayer.</li> <li>•f. The Passion, Death, Resurrection.</li> </ul>	
USCCB.1.VI.A: Challenges - Is it true that Catholics do not use or read the Bible?		
USCCB.1.VI.A.1	No. Catholics use the Bible regularly. The Bible or Scripture is an integral part of Catholic prayer life, forming part of every Mass, every sacramental celebration, and the official daily prayer of the Church—the Liturgy of the Hours (CCC, nos. 141, 1190).	
USCCB.1.VI.A.2	The Church urges Catholics to use the Bible in personal prayer (CCC, nos. 2653-2654).	

USCCB.1.VI.A.3	Scripture study and prayer groups using Scripture are a common part of parish life.	
USCCB.1.VI.A.4	In the fourth century, St. Jerome said that “ignorance of the Scriptures is ignorance of Christ”; this underlines the importance of Scripture in the life of the Church (CCC, no. 133).	
USCCB.1.VI.B: Challenges - Isn't the Bible just another piece of literature?		
USCCB.1.VI.B.1	No. While Scripture contains various types of literary forms and genres, it is more than just literature. It is the inspired Word of God (CCC, no. 135).	
USCCB.1.VI.B.2	Since it is not just another piece of literature, Scripture cannot be either read or understood merely in the same way as other literature (CCC, no. 108).	
USCCB.1.VI.B.3	Scripture always needs to be read or interpreted in the light of the Holy Spirit and under the direction of the Church (CCC, nos. 100, 111, 119, 137).	
USCCB.1.VI.C: Challenges - Is the Bible always literally true?		
USCCB.1.VI.C.1	It depends on what one means by “literally.” The Church does not always propose a literalist or fundamentalist approach to Scripture but rather a contextualist approach. The Church teaches that all of Scripture is true on matters pertaining to religious and salvific teaching because it is inspired by God for that purpose (CCC, nos. 107, 116).	
USCCB.1.VI.C.2	The Bible has a definite historic basis for events recounted in both the Old and the New Testaments; the Church particularly upholds the historicity of the Gospels (CCC, no. 126). However, the Church does not claim that the Bible’s purpose is to present scientific or historical facts (CCC, no. 107).	
USCCB.1.VI.C.3	The Church gives guidelines for interpretation of Sacred Scripture (see earlier in outline).	
USCCB.1.VI.D: Challenges - Isn't the Bible about the past? Why do people today think it applies to them?		
USCCB.1.VI.D.1	While the Bible contains history, stories, and teaching about events in the past, Scripture is the living Word of God. While the content is rooted in particular moments in history, the message is timeless and universal.	
USCCB.1.VI.D.2	God continues to speak to us through Scripture; this is why the liturgies of the Church always contain Scripture and why personal prayer focused on Scripture is vital.	
USCCB.1.VI.E: Challenges - Why do Catholics maintain beliefs and practices that are not in the Bible?		
USCCB.1.VI.E.1	The Bible is not the sole means that God chose to hand on the truths of Revelation. Scripture and Tradition are the two complementary ways Revelation is passed down (CCC, nos. 80, 97).	
USCCB.1.VI.E.2	There are teachings that come through Tradition that are not explicitly found in Scripture. However, nothing taught through Tradition ever contradicts Scripture since both come from Christ through the Apostles (CCC, no. 82).	

USCCB.1.VI.E.3	Apostolic Tradition refers to those things that Jesus taught to the Apostles and early disciples, which were passed down to us at first by word of mouth and were only written down later. We identify these beliefs as coming from Tradition and understand that this Tradition is part of God’s Revelation to us (CCC, no. 83).	
USCCB.1.VI.F: Challenges - Why do some people try to change what the Church teaches about Jesus Christ?		
USCCB.1.VI.F.1	People have tried to change teaching about Christ for many different reasons. Sometimes it is to justify their particular belief or lack of belief. Sometimes it has been out of sincere but misguided or misinformed efforts to try to explain mysteries about Jesus Christ or God’s Revelation.	
USCCB.1.VI.F.2	In the early history of the Church, there were a number of heresies about Jesus Christ which arose when people tried to explain the mystery of who he was and is. An example of this is the Arian heresy, which denied the full divinity of Christ.	
USCCB.1.VI.F.3	Sometimes people did not like what Jesus taught or did or what happened to him. There were a number of “gospels” written, which the Church, under the guidance of the Holy Spirit, recognized as not authentic. Some of these gospels shied away from teaching the Incarnation, suffering, Death, and Resurrection of Jesus.	
USCCB.1.VI.F.4	In modern times, there are individuals and groups who try to explain in natural scientific terms the miracles of Jesus, thus undermining his divinity.	
USCCB.2: Who Is Jesus Christ?		
USCCB.2.I.A: God and Revelation - Revelation: God's gift of himself.		
USCCB.2.I.A.1	Divine Revelation (CCC, nos. 50-73). •a. Definition/meaning. •b. The divine plan is disclosed—salvation history.	
USCCB.2.I.A.2	Scripture, Tradition, and the Deposit of Faith (CCC, nos. 74-100, 103-108, 134-135). •a. Definitions/meanings. •b. Scripture is the inspired record of God’s Revelation in history. •c. Tradition is the living transmission of the message of the Gospel in the Church.	
USCCB.2.I.B: God and Revelation - Faith: the response to God’s self-Revelation.		
USCCB.2.I.B.1	What is faith in general (CCC, nos. 143-144, 153-165)? •a. A grace that enables an assent of mind, heart, and will (CCC, no. 143). •b. Willingness to believe and trust in what God has communicated to us. •c. Relationship with God: Father, Son, and Holy Spirit (CCC, nos. 150-152).	

	USCCB.2.I.B.2	<p>Faith in Jesus Christ leads to discipleship (CCC, nos. 520, 546, 562, 654, 1533).</p> <ul style="list-style-type: none"> <li>•a. Recognition and acceptance of him as the Son of God who died to save us from our sins (CCC, no. 1248).</li> <li>•b. Willingness to believe and trust in what Jesus has taught us about the Triune God, about ourselves, and about how to live (CCC, nos. 915, 1693, 1816, 1823, 1986, 2262, 2347, 2427, 2466, 2612).</li> <li>•c. This faith has practical implications for daily life and one’s relationship with Christ (CCC, no. 908).</li> <li>•d. Involves active participation in the Church community and working to spread the faith by word and example.</li> </ul>	
	USCCB.2.I.B.3	<p>The relationship between faith and religion (CCC, nos. 2084, 2135).</p> <ul style="list-style-type: none"> <li>•a. Religion refers to a set of beliefs and practices followed by those committed to the service and worship of God.</li> <li>•b. Faith is different from religion.</li> </ul>	
	USCCB.2.I.B.4	<p>The fullness of Revelation is reflected in the life and teaching of the Catholic Church (CCC, nos. 748-870).</p> <ul style="list-style-type: none"> <li>•a. The Church was founded by Jesus Christ (CCC, nos. 811-812).</li> <li>•b. Church is the Body of Christ in the world.</li> <li>•c. The Church is a unity of one faith in one Lord through one Baptism (CCC, nos. 813-16).</li> <li>•d. The Magisterium guards and hands on the deposit of faith and is entrusted with the authentic interpretation of Revelation (CCC, nos. 880-896).</li> </ul>	
USCCB.2.II.A: Jesus Christ's Revelation About God - Son of God from all eternity and Son of Mary from the moment of the Incarnation (CCC, nos. 486, 496, 487, 501, 721-730).			
	USCCB.2.II.A.1	<p>Mystery of the Incarnation: Emmanuel (God-is with-us) (Jn 3:16-17; CCC, no. 484).</p> <ul style="list-style-type: none"> <li>•a. Jesus Christ is the Logos, the Word of God, the fulfillment of God’s promise to Adam and Eve and to the people of ancient Israel (CCC, nos. 761-762).</li> <li>•b. Christ continues his presence in the world through the Church (CCC, nos. 732, 737-739, 747).</li> <li>•c. All events of Christ’s life are worthy of reflection and imitation (see Gospel accounts).</li> </ul>	
USCCB.2.II.B: Jesus Christ's Revelation About God - The Revelation of Jesus about God (Jn 14:9).			
	USCCB.2.II.B.1	<p>God is Trinity: one in three Divine Persons (CCC, no. 234).</p> <ul style="list-style-type: none"> <li>•a. This is the central mystery of our faith (CCC, nos. 235-237).</li> <li>•b. The Divine Persons are distinct from one another (CCC, no. 254).</li> <li>•c. The Divine Persons are relative to one another; each is God whole and entire; all three persons share the same attributes, i.e., all-loving, eternal, etc. (CCC, nos. 255-256).</li> </ul>	

		<ul style="list-style-type: none"> <li>•d. Each Divine Person shows forth what is proper to him, especially in the Incarnation and the gift of the Holy Spirit (CCC, nos. 258, 267).</li> </ul>	
	USC2CB.2.II.B.1	<p>God is the Father: Jesus Christ’s Father and our Father.</p> <ul style="list-style-type: none"> <li>•a. Jesus teaches us that God is loving, caring, healing, forgiving, true, just.</li> <li>•b. God the Father’s love is faithful and eternal.</li> </ul>	
	USCCB.2.II.C: Jesus Christ's Revelation About God - The Three Divine Persons of the Trinity.		
	USCCB.2.II.C.1	<p>The First Person of the Trinity: God the Father (CCC, nos. 238-242).</p> <ul style="list-style-type: none"> <li>•a. God the Father is the source of all that is, visible and invisible.</li> <li>•b. God is Father in relation to the Son from all eternity (CCC, no. 240).</li> <li>•c. God is Father to all those baptized as his adopted sons and daughters through and in the Son (CCC, nos. 232-233, 249).</li> <li>•d. God the Father of mercy also cares for the unbaptized (CCC, nos. 1257, 1260-1261).</li> </ul>	
	USCCB.2.II.C.2	<p>The Second Person of the Trinity: God the Son.</p> <ul style="list-style-type: none"> <li>•a. Jesus Christ is eternally begotten and incarnate in time (CCC, nos. 461, 422).</li> <li>•b. Son of God, true God, consubstantial with the Father (CCC, no. 252).</li> <li>•c. Son of Mary, true man; the perfection of who we are created to be (CCC, nos. 430, 456-469, 484-487).</li> <li>•d. Savior and Redeemer (CCC, nos. 517, 651-658).</li> </ul>	
	USCCB.2.II.C.3	<p>The Third Person of the Trinity: the Holy Spirit, the Lord and giver of life (CCC, nos. 243-248).</p> <ul style="list-style-type: none"> <li>•a. Eternally proceeding from the Father and the Son (CCC, no. 687).</li> <li>•b. Only fully revealed by Jesus (CCC, nos. 689-690, 727-730).</li> <li>•c. Sanctifier of the Church and her members, e.g., gifts and fruits of the Holy Spirit (CCC, nos. 32, 731-741, 1830-1832).</li> </ul>	
	USCCB.2.II.C.4	<p>The development of Trinitarian theology in the early councils of the Church (CCC, nos. 245-248).</p> <ul style="list-style-type: none"> <li>•a. The struggles of the Church to maintain apostolic faith in light of Christological controversies and heresies (CCC, nos. 249-252).</li> <li>•b. Church teaching articulated to battle Gnosticism, Arianism, Nestorianism, Monophysitism (CCC, nos. 464-469).</li> </ul>	
	USCCB.2.II.C.5	<p>Unique role of Mary, the Mother of God.</p> <ul style="list-style-type: none"> <li>•a. The Annunciation and Mary’s “yes” (CCC, nos. 484-487).</li> <li>•b. An unparalleled recipient of God’s grace: Immaculate Conception; Assumption (CCC, nos. 490-494, 966).</li> <li>•c. Mary is ever-virgin (CCC, nos. 499-507).</li> <li>•1) Explain references in the Gospels to the brothers and sisters of Jesus (CCC, nos. 500-501).</li> </ul>	

		<ul style="list-style-type: none"> <li>•d. Mary is the Mother of the Church (CCC, no. 507).</li> <li>•e. Mary is the first disciple.</li> </ul>	
	USCCB.2.III.A: The Mystery of the Incarnation - Jesus Christ is full God and full man (CCC, nos. 464-469).		
	USCCB.2.III.A.1	Jesus Christ, a Divine Person, is truly the Son of God, who, without ceasing to be God and Lord, became man and our brother (CCC, no. 469).	
	USCCB.2.III.A.2	Jesus Christ took on a human nature. The eternal Son of God incarnate worked with human hands; he thought with a human mind. He acted with a human will, and with a human heart he loved. He was like us in all things except sin (CCC, no. 470). Man’s creator has become man (CCC, no. 526).	
	USCCB.2.III.A.3	<p>Jesus showed his humanity in every event of his human life (CCC, nos. 512-534):</p> <ul style="list-style-type: none"> <li>•a. In his family life, his friendships, and his socialization with others we see him experience human joy and happiness and demonstrate human virtues.</li> <li>•b. Through things such as hunger and thirst in the desert, temptation by the Devil, grief at the death of Lazarus, agony in the Garden of Gethsemane, and his Death on the Cross, we know that he also experienced pain, suffering, and sorrow. In his human encounter with the sick and the outcast, he personified compassion (CCC, no. 538).</li> </ul>	
	USCCB.2.III.A.4	The unity of the two natures in the one Person is called the “hypostatic union” (CCC, no. 468).	
	USCCB.2.IV.A: Jesus Christ Teaches Us About Ourselves - Jesus embodies what has been revealed in and through creation.		
	USCCB.2.IV.A.1	God created the human person in his image and likeness; male and female he created them. This is why we must respect the dignity of all people (CCC, nos. 1700-1709).	
	USCCB.2.IV.A.2	To be fully human means to fully accept and become the person God created us to be, a human person endowed with special gifts which reflect God: immortality, intellect, free will, the ability to love (CCC, nos. 356-358, 1702-1706).	
	USCCB.2.IV.A.3	The Incarnation affirms that we are created as good, but in need of salvation, and are meant for eternal glory with God. The Incarnation also describes how God continues to work out our sanctification in the world, e.g., Church, sacraments, priesthood (CCC, nos. 461-469).	
	USCCB.2.IV.A.4	God has entrusted his creation to us; we are stewards charged with procreating and protecting life and using the rest of creation respectfully (CCC, nos. 287, 354).	
	USCCB.2.IV.B: Jesus Christ Teaches Us About Ourselves - Jesus Christ redeems us and gives us his grace so that we can choose the good according to God’s will and resist sin and its effects (CCC, nos. 1705, 1708-1709).		

USCCB.2.IV.B.1	Jesus invites us to believe in him, to invite him into our hearts, and to follow him and his teaching as the path that leads to life, for he is “the way, the truth, and the life” and is worthy of our belief, adoration, and love (CCC, nos. 1741-1742).
USCCB.2.IV.B.2	He reveals the way to repentance and conversion, teaching us to leave sin behind and to live a new life in him; he gives us the spiritual power and grace to overcome evil; he also teaches us about God’s forgiveness (CCC, nos. 1847-1848).
USCCB.2.IV.B.3	He teaches us how to be single-hearted in our desire for God, to offset the disordered affections and divided hearts with which we live (CCC, nos. 1716-1717).
USCCB.2.IV.C: Jesus Christ Teaches Us About Ourselves - Jesus Christ reveals the Father to us, who we are, and our call to holiness.	
USCCB.2.IV.C.1	By becoming man, and by his Death and Resurrection, Jesus Christ unites us to God (CCC, nos. 461-464).
USCCB.2.IV.C.2	We become the free adopted children of the Father through Baptism (Gal 4; CCC, nos. 1265-1270).
USCCB.2.IV.C.3	We are conformed to Christ and can grow in holiness and goodness. <ul style="list-style-type: none"> <li>•a. Lessons from the Sermon on the Mount (Mt 5–7; CCC, nos. 1716-1724).</li> <li>•b. Parables and other teaching of Jesus Christ (CCC, no. 546).</li> <li>•c. “Good teacher, what must I do to inherit eternal life?” (Mk 10:17-22).</li> <li>•d. The Two Great Commandments: love of God and love of neighbor (CCC, nos. 2083-2557).</li> <li>•e. Teaching about the final judgment (Mt 25: 31-46; CCC, nos. 544, 1033, 1373, 2447, 2831).</li> </ul>
USCCB.2.IV.C.4	He teaches us to pray and teaches us through prayer (CCC, nos. 2607-2615). <ul style="list-style-type: none"> <li>•a. In the Gospels, the Lord Jesus teaches us about prayer: <ul style="list-style-type: none"> <li>•1) Going off by himself to pray teaches us the importance of finding time for prayer (Mk 1:35, 6:46; Lk 5:16).</li> <li>•2) Jesus Christ teaches his Apostles and disciples to pray (Mt 7:7-11; CCC, no. 2609).</li> <li>•3) The Lord Jesus teaches the importance of perseverance in prayer (Lk 11:5-13, 18:1- 8; CCC, nos. 2729-2737, 2742-2745).</li> </ul> </li> <li>•b. Jesus Christ teaches us through prayer: <ul style="list-style-type: none"> <li>•1) The Lord Jesus teaches us to approach prayer with humility and a sense of need (Lk 18:9-14).</li> <li>•2) God is our Father, whom we approach through prayer (Mt 6:9-13; Lk 11:2-4; CCC, nos. 2759ff.).</li> <li>•3) Jesus Christ intercedes for us (Jn 14:13, 16:24; CCC, nos. 2665-2669).</li> </ul> </li> </ul>
USCCB.2.IV.C.5	Jesus sends out his disciples to evangelize (Lk 10:1-20; Mt 28:16-20; CCC, nos. 861, 905).

	USCCB.2.IV.D: Jesus Christ Teaches Us About Ourselves - Jesus also tells us of the goal in this life and of the end of life.	
USCCB.2.IV.D.1	The Communion of Saints (CCC, nos. 948, 957, 960, 1474).	
USCCB.2.IV.D.2	<p>Four last things.</p> <ul style="list-style-type: none"> <li>•a. Death (CCC, nos. 992, 996, 1007, 1010-1014, 2299).</li> <li>•b. Judgment: particular and final (CCC, nos. 677-679, 1021, 1038-1041).</li> <li>•1) Purgatory (CCC, nos. 1030-1032).</li> <li>•c. Heaven (CCC, nos. 1023-1029).</li> <li>•d. Hell (CCC, nos. 1033-1037).</li> </ul>	
	USCCB.2.V.A: Challenges - How can we know God really exists?	
USCCB.2.V.A.1	Even without the Bible and Divine Revelation, we can know God really exists through reason and through experience (CCC, nos. 36-39, 50, 156-159).	
USCCB.2.V.A.2	<p>By looking around at creation, reason and experience can point to God's existence (CCC, nos. 156-159).</p> <ul style="list-style-type: none"> <li>•a. The order and beauty of the natural world point to God as the origin and Creator of the universe (CCC, no. 295).</li> <li>•b. Creation did not happen by chance; throughout history the Church has taught that someone had to be behind it, and that someone is God (CCC, nos. 156, 295).</li> <li>•c. The natural law written upon each person's heart and the longing for God that each person has also point to God's existence (CCC, nos. 1954-1960).</li> </ul>	
USCCB.2.V.A.3	<p>Reason and experience can also teach us to accept the word of other believers (CCC, no. 39).</p> <ul style="list-style-type: none"> <li>•a. God's Revelation comes down to us through Scripture and Tradition (CCC, nos. 50-53, 74-83).</li> <li>•b. The testimony and witness of others who have gone before us: people whose stories appear in the Bible; Apostles, saints, and martyrs (CCC, nos. 823, 828, 857, 946, 1258, 2473).</li> <li>•c. The faith of people we know today: the pope and the bishops in union with him; priests and deacons; parents, grandparents, and other family members; teachers and catechists; the witness of fellow Catholics as well as the witness of non-Catholic believers (CCC, nos. 85, 1655-1658).</li> </ul>	
USCCB.2.V.A.4	We can also know God exists through faith. For those who do believe, through faith as well as prayer and grace, they can grow in the knowledge and experience of the reality of God and his existence (CCC, nos. 143, 153-159).	
	USCCB.2.V.B: Challenges - There are some who see human suffering and conclude that God does not care about us. Why do we say that he loves us deeply (CCC, nos. 1503-1505, 1681, 1808)?	

USCCB.2.V.B.1	<p>We say God loves us deeply, even in the midst of suffering, because he reveals his love to us in many ways, especially in Christ’s taking our suffering upon himself for our sake (CCC, no. 1505).</p> <ul style="list-style-type: none"> <li>•a. He shows us his love in creation (CCC, no. 54). <ul style="list-style-type: none"> <li>•1) God created the world entirely out of love and not out of necessity (CCC, no. 295).</li> <li>•2) God created human beings in his image and likeness with the ability to give and receive love (CCC, nos. 1700-1706).</li> </ul> </li> <li>•b. The suffering and Death of Jesus Christ shows and proves that love (CCC, nos. 599-623). <ul style="list-style-type: none"> <li>•1) God sent his Son to redeem everyone from sin so that all can share a life of love eternally with him (Jn 3:16-17; CCC, nos. 599-605).</li> <li>•2) Jesus lives now and establishes a relationship with each and every one of us, particularly through the sacramental life of the Church (CCC, nos. 662-664, 1084-1090).</li> <li>•3) God continually calls us to union with him in his Son through the Holy Spirit by means of a life of holiness (CCC, nos. 1091-1109).</li> </ul> </li> <li>•c. God helps us know and sense his love through the people and events of our lives (CCC, nos. 897-913, 1069).</li> </ul>	
USCCB.2.V.B.2	<p>We also know of his love because he tells us of his loving plan to save us.</p> <ul style="list-style-type: none"> <li>•a. He tells us in Scripture, the living Word of God (CCC, nos. 80-82).</li> <li>•b. He also tells us through the liturgy of the Church, speaking to us in the Scripture and giving himself to us in the sacraments, especially the Eucharist (CCC, nos. 1067, 1324-1327).</li> <li>•c. He tells us through the Church (CCC, nos. 785-786).</li> </ul>	
USCCB.2.V.C: Challenges - How can people say that God is good if suffering and evil are present in the world?		
USCCB.2.V.C.1	<p>Suffering that exists in the world is not something caused by God or sent by God; God only brings about what is good for he is goodness itself. When there is evil and suffering, God does not cause it, but sometimes he does permit it for reasons we cannot now know or understand (CCC, nos. 1500-1501).</p>	
USCCB.2.V.C.2	<p>Evil is a reality and a mystery, that is, it is hard to understand the why of it (CCC, nos. 309-314). Some evil and suffering are a result of the work of the Devil or Satan (CCC, no. 395).</p>	
USCCB.2.V.C.3	<p>Some suffering is the result of human sin and is not from God. It was God who gave us free will; sin is the result of the misuse of this gift (CCC, nos. 1849, 1852-1853).</p>	
USCCB.2.V.C.4	<p>The Passion and Death of Jesus can help us to see beyond suffering and remind us that God is present with us in our suffering, pain, and death; our own personal suffering when united to Jesus’ suffering becomes redemptive for ourselves and others (CCC, no. 1851).</p>	

USCCB.2.V.C.5	The Scriptures try to help us understand suffering: the psalms, the story of Job, and the prophets offer insights and consolation. In particular, the Resurrection of Jesus can help us see beyond suffering to hope and to eternal life (CCC, nos. 638-655).
USCCB.2.V.C.6	We need to remember that God always wants what is best for us (CCC, nos. 374-379).
USCCB.2.V.C.7	Natural disasters can be understood in part as a result of Original Sin (CCC, no. 400) and also because the world is in a state of journeying toward ultimate perfection (CCC, no. 310); they are not signs of God's displeasure or punishment.
USCCB.2.V.D: Challenges - Does God really want us to be happy?	
USCCB.2.V.D.1	Yes. From the beginning of Creation, God has created us to be happy both in this world and in the next and has shown us the ways to be truly happy. Unhappiness was caused by people themselves when they did not or would not listen to him (CCC, nos. 374-379).
USCCB.2.V.D.2	God sent his only Son, Jesus Christ, so that we might be saved (Jn 3:16); that confident hope is the cause for happiness in spite of suffering (CCC, nos. 599-605).
USCCB.2.V.D.3	Jesus Christ taught us all he did so that we might share in his joy (Jn 15:11), which shows us again his desire for our happiness (CCC, nos. 736, 1832).
USCCB.2.V.D.4	The blueprint for true discipleship and happiness is found in Christ's teaching of the Beatitudes (Mt 5:2-10; CCC, nos. 1716-1718).
USCCB.2.V.D.5	True joy is the mark of followers of Christ (Phil 4:4; CCC, no. 1832).
USCCB.2.V.D.6	Jesus established his Church to help people find true happiness and joy (CCC, no. 1832).
USCCB.2.V.E: Challenges - There are some who dismiss God's Revelation and say that the beliefs and doctrines taught by the Church have been made up by members of the Church. How can we be sure that what the Catholic Church teaches has come from God?	
USCCB.2.V.E.1	We can be sure that what the Church teaches has come from God because of Apostolic Tradition and Apostolic Succession (CCC, nos. 888-892, 861-862, 858-860). <ul style="list-style-type: none"> <li>•a. What was revealed in and through Jesus Christ was entrusted to St. Peter and the Apostles, who were taught directly by Jesus. They in turn passed on those beliefs through those who succeeded them (CCC, nos. 81, 84).</li> <li>•b. Through the centuries, the popes and bishops, the successors of St. Peter and the Apostles, have carefully transmitted to the generations whom they shepherd the truths revealed and taught by Jesus Christ (CCC, nos. 96, 171, 173, 815).</li> <li>•c. Jesus Christ promised his Apostles that he would be with the Church until the end of time (Mt 28:20).</li> </ul>
USCCB.2.V.E.2	Christ has also given the Church a share in his own infallibility (CCC, nos. 889-892).

	USCCB.2.V.F: Challenges - How do we as Catholics answer questions about the Blessed Virgin Mary and her role in the life and prayer of the Church (CCC, nos. 148, 484-511, 721-726, 773, 963-972, 829)?	
USCCB.2.V.F.1	<p>Questions about why Catholics pray to Mary.</p> <ul style="list-style-type: none"> <li>•a. Catholics do not worship Mary; worship belongs to God alone. They venerate Mary and the saints.</li> <li>•b. Mary does not have the power to answer prayers on her own; God alone has that power.</li> <li>•c. Prayers to Mary are asking for her intercessory help.</li> <li>•1) Since Mary is already in Heaven, she will know better than we how to offer praise and prayer to God.</li> <li>•2) When people pray to the Blessed Mother they are asking her in turn to offer the same prayer for them to God.</li> <li>•3) When Mary and the saints were on earth, they cooperated with God to do good for others; so now from their place in Heaven they continue to cooperate with God by doing good for others who are in need on earth and in Purgatory.</li> </ul>	
USCCB.2.V.F.2	<p>Questions about references in the Gospels to the brothers and sisters of Jesus.</p> <ul style="list-style-type: none"> <li>•a. From the earliest days of the Church, Mary has been revered as ever-virgin; she was a virgin before Jesus' birth and remained a virgin afterward.</li> <li>•b. It is not clear who the "brothers and sisters" of Jesus are.</li> <li>•1) At the time Jesus lived, the designation "brother and sister" also referred to cousins and sometimes even close neighbors.</li> </ul>	
USCCB.3: The Mission of Jesus Christ (The Paschal Mystery)		
	USCCB.3.I.A: The Goodness of Creation and Our Fall from Grace - The Creation of the World and our first parents (CCC, nos. 54, 279-282).	
USCCB.3.I.A.1	<p>Revelation as found in the book of Genesis.</p> <ul style="list-style-type: none"> <li>•a. Understanding literary forms in Scripture (CCC, no. 289).</li> <li>•b. Genesis 1–11 conveys religious truth rather than science (CCC, nos. 283-289).</li> <li>•c. The book reveals truth about which science and history can only speculate.</li> <li>•d. Scripture's use of figurative and symbolic language in Genesis 1–11 (CCC, nos. 362, 375, 390, 396).</li> </ul>	
USCCB.3.I.A.2	The Trinitarian God is the Creator of all; all creation reflects the glory of God (CCC, nos. 290-295, 301).	
USCCB.3.I.A.3	<p>God created all that is, seen and unseen.</p> <ul style="list-style-type: none"> <li>•a. Unseen or invisible world: angels (CCC, nos. 325-336).</li> <li>•b. Seen or visible world (CCC, nos. 349-357).</li> </ul>	

USCCB.3.I.A.4	Human beings as the summit of creation. <ul style="list-style-type: none"> <li>•a. Created in the image and likeness of God (CCC, nos. 356-359, 1700-1706).</li> <li>•1) God made them male and female (CCC, nos. 369-373, 1605, 1702, 2331).</li> <li>•2) Dignity of both men and women: similarities and differences (CCC, nos. 2333-2336).</li> <li>•3) Contributions to the world and to the Church (CCC, nos. 2346-2347).</li> <li>•b. Human persons are a body-soul unity; this reflects the physical and spiritual realities in the world (CCC, nos. 356-368).</li> </ul>	
USCCB.3.I.A.5	God's plan: original holiness and original justice (CCC, nos. 374-379).	
USCCB.3.I.B: The Goodness of Creation and Our Fall from Grace - The fall from grace: Original Sin (Gn 3; Rom 5:12; CCC, nos. 55, 309-314, 385-390, 1707).		
USCCB.3.I.B.1	The full meaning of the doctrine of Original Sin is revealed only in the light of the Death and Resurrection of Jesus. It is essential to belief in the mystery of Christ. The whole of human history is marked by the sin of the first parents (CCC, no. 1708).	
USCCB.3.I.B.2	The fall of the angels (CCC, nos. 391-395).	
USCCB.3.I.B.3	The rebellion of Adam and Eve and its consequences. <ul style="list-style-type: none"> <li>•a. The rebellion of Adam and Eve was a sin of disobedience toward God, a rejection of a God-centered life and the choice of a self-centered life (CCC, nos. 396-398).</li> <li>•b. The consequences of Adam and Eve's sin: loss of paradise, original grace, original holiness, and original justice (CCC, nos. 399-401).</li> <li>•c. Original Sin and its consequences for all: suffering, death, a tendency toward sin, need for salvation (CCC, nos. 402-409).</li> </ul>	
USCCB.3.II.A: The Promise of a Messiah - The first prophecy of the Messiah, God's promise to redeem the world (Gn 3:15; CCC, no. 410).		
USCCB.3.II.A.1	God's immediate response to Adam and Eve's sin is to promise redemption; this is the Proto-Evangelium, the first announcement of the Good News (CCC, nos. 410-412).	
USCCB.3.II.A.2	Promise endures despite the escalation of sin (the Book of Genesis: the murder of Abel, the Tower of Babel, the Flood) (CCC, nos. 55-64).	
USCCB.3.II.B: The Promise of a Messiah - Longing for the fulfillment of the promise (CCC, nos. 121-123).		
USCCB.3.II.B.1	God's covenants with Old Testament peoples (CCC, nos. 129-130). <ul style="list-style-type: none"> <li>•a. The covenants are solemn commitments between God and human beings (CCC, no. 56).</li> <li>•b. God made a covenant with Noah, with Abraham, and with Moses (CCC, nos. 56-64).</li> <li>•c. Each of these covenants foreshadows the Paschal Mystery (CCC, no. 129).</li> </ul>	
USCCB.3.II.B.2	The people of ancient Israel entrusted with knowledge of God's promise.	

	USCCB.3.II.B.3	Judges, kings, and prophets: reminding the people of ancient Israel about the promise.	
	USCCB.3.II.B.4	The promise to David.	
	USCCB.3.II.B.5	The “suffering servant” passages in Isaiah.	
	USCCB.3.II.C: The Promise of a Messiah - The promise of redemption is fulfilled in Jesus (CCC, nos. 422-451).		
	USCCB.3.II.C.1	<p>The Gospels recognize Jesus as the fulfillment of the promise.</p> <ul style="list-style-type: none"> <li>•a. The Annunciation: Mary’s “yes” to God, her consent to be the Mother of God (Theotokos) (Lk 1:38; CCC, nos. 484-489).</li> <li>•b. The dream of St. Joseph; the role of St. Joseph in the life of Jesus and Mary (CCC, nos. 496-507).</li> <li>•c. The Gospels apply the ancient prophecies to Jesus (CCC, nos. 522-524).</li> </ul>	
	USCCB.3.II.C.2	<p>Why the Word became flesh (the Incarnation) (CCC, nos. 525-528, 456-478).</p> <ul style="list-style-type: none"> <li>•a. To save us by reconciling us with God, who loved us and sent his Son to be the expiation for our sins (CCC, no. 457).</li> <li>•b. That we might come to know the depth of God’s love for us (CCC, no. 458).</li> <li>•c. To be our model of holiness (CCC, no. 459).</li> <li>•d. To make us partakers of the divine nature (CCC, nos. 457-460).</li> <li>•e. To destroy the power of the Devil (1 Jn 3:8).</li> </ul>	
	USCCB.3.II.C.3	<p>Christ's whole life was a mystery of redemption )CCC, nos. 535-618).</p> <ul style="list-style-type: none"> <li>•a. By becoming poor he enriched us with his poverty.</li> <li>•b. In his hidden life his obedience atoned for our disobedience.</li> <li>•c. In his preached word he purified our consciences.</li> <li>•d. In his compassion and in his healings and exorcisms he bore our infirmities.</li> <li>•e. In his Cross and Resurrection he justified us (CCC, no. 517).</li> </ul>	
	USCCB.3.II.C.4	Christ's whole earthly life-words, deeds, silences, sufferings-is a Revelation of the Father. Even the least characteristics of the mysteries of Jesus' life manifest God's love among us (CCC, no. 516).	
	USCCB.3.IV.A: Redemption Through the Paschal Mystery - The Passion and Death of Jesus (CCC, nos.595-618).		
	USCCB.3.IV.A.1	<p>The mystery of redemptive love and suffering on the cross.</p> <ul style="list-style-type: none"> <li>•a. Overcoming temptation by Satan.</li> <li>•b. Events of the Passion . . . the Suffering Servant.</li> <li>•c. The Kenosis: Philippians 2:5-11.</li> </ul>	
	USCCB.3.IV.B: Redemption Through the Paschal Mystery - The Resurrection of Jesus: redemption accomplished and the promise fulfilled (CCC, nos. 631-658).		

USCCB.3.IV.B.1	A historical event involving Christ's physical body. •a. Testified to by those who saw the Risen Jesus. •b. Verified by the empty tomb.	
USCCB.3.IV.B.2	A transcendent event in which Jesus is no longer bound by space and time. •a. The Resurrection is not a resuscitation or a return to earthly life.	
USCCB.3.IV.B.3	The significance of Christ's Resurrection. •a. Confirmation of Jesus' divinity and of his words and teachings (CCC, nos. 651, 653). •b. Fulfillment of the promises in the Old Testament and of Jesus' earthly promises (CCC, no. 652). •c. A promise of our own resurrection (1 Cor 15).	
USCCB.3.IV.B.4	We participate in the mystery of redemption through the sacramental life of the Church, especially the Holy Eucharist.	
USCCB.3.IV.C: Redemption Through the Paschal Mystery - The Ascension and glorification of Jesus culminating in the sending of the Holy Spirit at Pentecost (CCC, nos. 659-667).		
USCCB.3.IV.C.1	The Ascension marks the entrance of Jesus' humanity into heaven (CCC, no. 659).	
USCCB.3.IV.C.2	Jesus' promise to be with us forever (Mt 28:20); the sending of the Holy Spirit as part of the promise.	
USCCB.3.IV.C.3	Where Jesus has gone, we hope to follow; Mary, through her Assumption into heaven body and soul, is an anticipation of the resurrection of others who will follow (CCC, nos. 963-970).	
USCCB.3.V.A: Moral Implications for the Life of a Believer - Christ was put to death for our sins and was raised for our justification (Rom 4:25; CCC, no. 598).		
USCCB.3.V.A.1	Eternal life with God in heaven is God's desire for us (CCC, nos. 1691-1698).	
USCCB.3.V.A.2	We need to accept and live the grace of redemption (CCC, no. 1803). •a. By practicing the virtues of faith, hope, and love (CCC, nos. 1812-1832). •b. By praying for the coming of the Kingdom of God and by working toward that goal.	
USCCB.3.V.A.3	Death and our judgment by God (CCC, nos. 678-679, 1006-1014). •a. Immediate or particular judgment (CCC, no. 1021). •b. The resurrection of the body and the Last Judgment (CCC, nos. 988-1004). •c. Heaven, hell, purgatory (CCC, nos. 1023-1037).	
USCCB.3.V.B: Moral Implications for the Life of a Believer - Universal call to holiness of life (CCC, nos. 826, 2012-2014, 2028, 2045, 2813).		
USCCB.3.V.B.1	We are made in the image of God: intellect and free will (CCC, nos. 1703-1706).	
USCCB.3.V.B.2	Personal response to God's call is shown in our way of life (CCC, no. 2002).	

USCCB.3.V.B.3	Holy Spirit and grace enable us to live holiness of life (CCC, no. 1704).	
USCCB.3.V.B.4	Essential elements of a life growing in holiness: interiority or reflection, self-examination, and introspection (CCC, no. 1779).	
USCCB.3.V.B.5	We grow in holiness of life in and through the Church (CCC, no. 2045).	
USCCB.3.V.C: Moral Implications for the Life of a Believer - Living as a disciple of Jesus.		
USCCB.3.V.C.1	Adherence to Jesus and acceptance of his teaching (CCC, nos. 520, 618, 767, 1693).	
USCCB.3.V.C.2	Conversion of heart and life, and the formation of conscience (CCC, no. 1248).	
USCCB.3.V.C.3	Worshiping and loving God as Jesus taught (CCC, nos. 618, 767).	
USCCB.3.V.C.4	Living a sacramental life and a life of prayer (CCC, nos. 562, 915, 1816, 1823, 1986, 2262, 2347, 2427, 2466, 2612).	
USCCB.3.V.C.5	Putting Jesus' moral and spiritual teaching into practice.	
USCCB.3.V.C.6	Serving the poor and marginalized.	
USCCB.3.V.C.7	Fulfilling responsibility for the mission of evangelization.	
USCCB.3.V.C.8	Fulfilling responsibility for stewardship.	
USCCB.3.VI.C: Prayer in the Life of a Believer - Scripture is a source and guide for prayer (CCC, nos. 2567-2589, 2653-2654).		
USCCB.3.VI.C.1	Scripture is a source, in that many prayers come out of the Bible or are partly based on Scriptural passages or events: Mass prayers and dialogues, psalms and canticles, Our Father, Hail Mary, Angelus (CCC, nos. 2673-2679).	
USCCB.3.VI.C.2	Scripture is a guide, in that it gives us models of praying in biblical figures and teaches us about prayer.	
USCCB.3.VI.C.3	Lectio divina is a way of praying on the Word of God.	
USCCB.3.VII.A: Challenges - Why would God the Father allow his Son, Jesus, to suffer and die the way he did (CCC, nos. 599-609)?		
USCCB.3.VII.A.1	God the Father allowed Jesus Christ, his Son, to suffer and die the way he did because of his love for all human beings; in that love, he wants us to live eternally with him in heaven. His Passion reveals the depth of the Father's love in helping all people to not be overcome by the magnitude of evil, sin, and death.	
USCCB.3.VII.A.2	Because of Adam and Eve's sin, all human beings are born with a wounded human nature due to the absence of the life of Christ's grace, and so we could not live eternally with God unless we were redeemed (CCC, nos. 402-406).	

USCCB.3.VII.A.3	God the Father allowed his Son, Jesus, to suffer and die because Jesus' sacrifice destroyed the power of sin and restored us to friendship with God.
USCCB.3.VII.A.4	In part, the Father allowed Jesus to suffer and die the way he did in order to show us the gravity and seriousness of sin.
USCCB.3.VII.B: Challenges - Why are followers of Jesus Christ sometimes so willing to make sacrifices and to accept pain and suffering, especially in witness to Christ and their faith?	
USCCB.3.VII.B.1	<p>Christians are willing to make sacrifices and undergo suffering patiently for a number of reasons.</p> <ul style="list-style-type: none"> <li>•a. They are following the example of Jesus Christ, who through his suffering and Death gained salvation for us (CCC, no. 1505).</li> <li>•b. Jesus Christ also predicted that people would suffer for their faith and promised that he would be with them in their suffering. Knowing this, believers try to accept suffering patiently, to trust in God, and to pray for his grace to sustain them. They rely on the Holy Spirit's gift of fortitude to grow in the virtue of fortitude (CCC, nos. 1808, 1831).</li> <li>•c. Followers of Jesus Christ know that suffering is never in vain because it can help one move toward Heaven and eternal life. In our suffering, we can help make up to some degree for the hurt and harm we cause by our sin.</li> <li>•d. Finally, the suffering, Death, Resurrection, and Ascension of Jesus teaches us to look beyond the sufferings of this world to the promise of eternal life with God in heaven (CCC, no. 1521).</li> </ul>
USCCB.3.VII.B.2	Christ strengthens the person to undergo suffering and thereby become more like Christ himself. Our suffering, when united with his own, can become a means of purification and of salvation for us and for others (CCC, nos. 618, 1505).
USCCB.3.VII.C: Challenges - Isn't making sacrifices and putting up with suffering a sign of weakness (CCC, nos. 1808, 1831)?	
USCCB.3.VII.C.1	No. Making sacrifices and putting up with suffering requires a great deal of courage and strength. Jesus teaches us, by example, about the value of unselfish living and the courage and strength that requires. It takes grace and personal holiness to live as Jesus Christ has taught us.
USCCB.3.VII.C.2	Jesus shows us through the whole Paschal Mystery (suffering, Death, Resurrection, and Ascension) that giving of ourselves is the path to eternal life and happiness (CCC, nos. 571-655).
USCCB.3.VII.C.3	He gives us the example of accepting the Father's will even when it involves suffering.
USCCB.3.VII.C.4	Jesus teaches us both in word and by example to refrain from revenge and to forgive those who hurt or sin against us (CCC, nos. 2842-2845).

	USCCB.3.VII.C.5	Suffering is necessary to develop our maturity in Christ and to love our neighbor as Christ loves him (Col 1:24; CCC, nos. 1808, 1831).	
	USCCB.3.VII.D: Challenges - In the end, isn't it really only the final result that matters?		
	USCCB.3.VII.D.1	No. Every moral choice that a person makes has an effect on the person and society (CCC, nos. 1749-1756).	
	USCCB.3.VII.D.2	A good end never justifies an evil means (CCC, no. 1753).	
	USCCB.3.VII.D.3	One must never do evil just so that good may come of it (CCC, no. 1789).	
USCCB.4: Jesus Christ's Mission Continues in the Church			
	USCCB.4.I.A: Christ Established His One Church to Continue His Presence and His Work - The origin, foundation, and manifestation of the Church (CCC, nos. 778-779).		
	USCCB.4.I.A.1	The Church—planned by the Father (LG, no. 2; CCC, no. 759).	
	USCCB.4.I.A.2	Preparation for the Church begins with God's promise to Abraham (CCC, no. 762).	
	USCCB.4.I.A.3	The Catholic Church was instituted by Christ (CCC, nos. 748-766). <ul style="list-style-type: none"> <li>•a. Christ inaugurated the Church by preaching Good News (CCC, nos. 767-768).</li> <li>•b. Christ endowed his community with a structure that will remain until the Kingdom is fully achieved (CCC, no. 765).</li> <li>•c. The Church is born primarily of Christ's total self-giving (CCC, no. 766).</li> </ul>	
	USCCB.4.I.A.4	The Holy Spirit revealed the Church at Pentecost (CCC, nos. 767-768).	
	USCCB.4.I.A.5	Church is pillar and foundation of truth (1 Tm 3:15; CCC, no. 768).	
	USCCB.4.I.B: Christ Established His One Church to Continue His Presence and His Work - The descent of the Holy Spirit (CCC, nos. 696, 731- 732, 767, 1076, 1287, 2623).		
	USCCB.4.I.B.1	Fifty-day preparation.	
	USCCB.4.I.B.2	Jesus remains with us always.	
	USCCB.4.I.B.3	The events of the first Pentecost.	
	USCCB.4.I.C: Christ Established His One Church to Continue His Presence and His Work - Holy Spirit is present in the entire Church (CCC, nos. 737-741).		
	USCCB.4.I.C.1	Spirit present in and through the Church.	
	USCCB.4.I.C.2	The Holy Spirit bestows varied hierarchic and charismatic gifts upon the Church.	
	USCCB.4.I.C.3	The Spirit's gifts help the Church to fulfill her mission (CCC, no. 768; LG, no. 4).	

	USCCB.4.I.D: Christ Established His One Church to Continue His Presence and His Work - Holy Spirit inspires Apostles' mission (CCC, nos. 857, 860).	
USCCB.4.I.D.1	The Great Commission (CCC, nos. 858-860).	
USCCB.4.I.D.2	The preaching of Peter on Pentecost (CCC, nos. 551-556).	
USCCB.4.I.D.3	The growth of the Church (CCC, nos. 766-769).	
USCCB.4.I.D.4	Conflict with Jewish and Roman authorities (CCC, no. 2474). •a. Persecutions (CCC, nos. 675-677, 769, 1816). •b. Martyrdoms: Stephen, James (CCC, nos. 2473-2474).	
USCCB.4.I.D.5	The Church spreads to the Gentiles (CCC, nos. 762, 774-776, 781). •a. The conversion of St. Paul (CCC, no. 442). •b. Paul's missionary journeys (CCC, no. 442).	
	USCCB.4.I.E: Christ Established His One Church to Continue His Presence and His Work - Handing on the teaching of Jesus (CCC, nos. 787-789, 792, 796).	
USCCB.4.I.E.1	Apostolic Tradition (CCC, nos. 857-865).	
USCCB.4.I.E.2	The development of the New Testament (CCC, nos. 124-133).	
	USCCB.4.I.F: The role of the Apostles in the early Church (CCC, no. 857).	
USCCB.4.I.F.1	Chosen and appointed by Jesus Christ (CCC, nos. 857-860).	
USCCB.4.I.F.2	The Council of Jerusalem: the Apostles recognized as leaders of the Church (CCC, no. 860).	
USCCB.4.I.F.3	Community of Apostles continued in community of pope and bishops (CCC, nos. 861-862).	
	USCCB.4.II.A: Images of the Church (Partial Insights of Church Sharing in Trinitarian Communion) - In the Old Testament (CCC, nos. 753-762).	
USCCB.4.II.A.1	Prefigured in Noah's ark (CCC, nos. 56, 753, 845, 1219).	
USCCB.4.II.A.2	The call of Abraham, and the promise to him of descendants (CCC, no. 762).	
USCCB.4.II.A.3	Israel's election as the People of God (CCC, no. 762).	
USCCB.4.II.A.4	The remnant foretold by the prophets (CCC, no. 762).	
	USCCB.4.II.B: Images of the Church (Partial Insights of Church Sharing in Trinitarian Communion) - From the New Testament (CCC, nos. 763-776).	
USCCB.4.II.B.1	The Body of Christ (CCC, nos. 787-795).	
USCCB.4.II.B.2	The temple of the Holy Spirit (CCC, nos. 797- 801).	

USCCB.4.II.B.3	The bride of Christ (CCC, no. 796).	
USCCB.4.II.B.4	The vine and branches (CCC, no. 787).	
USCCB.4.II.B.5	The seed and the beginning of the Kingdom (CCC, nos. 541, 669, 764, 768).	
USCCB.4.II.B.6	The family of God (CCC, nos. 791, 1655-1658, 2204-2685).	
USCCB.4.II.C: Images of the Church (Partial Insights of Church Sharing in Trinitarian Communion) - Images rooted in Scripture and developed in Tradition.		
USCCB.4.II.C.1	The People of God (CCC, nos. 781-782).	
USCCB.4.II.C.2	The way to salvation.	
USCCB.4.II.C.3	Marian images (CCC, nos. 507, 773, 967, 972).	
USCCB.4.II.C.4	The community of disciples.	
USCCB.4.II.C.5	A pilgrim people.	
USCCB.4.III.A: The Marks of the Church - The Church is one (CCC, nos. 813-822).		
USCCB.4.III.A.1	Unity is in Jesus Christ through the Holy Spirit; it is visible unity in the world.	
USCCB.4.III.A.2	The Church is united in charity, in the profession of one faith, in the common celebration of worship and sacraments, and in Apostolic Succession (CCC, no. 815).	
USCCB.4.III.A.3	Unity in diversity. <ul style="list-style-type: none"> <li>•a. Multiplicity of peoples, cultures, and liturgical traditions (CCC, nos. 814, 1202).</li> <li>•b. Communion of twenty-one Eastern Catholic Churches and one Western Church, all in union with the Pope.</li> </ul>	
USCCB.4.III.A.4	Wounds to unity. <ul style="list-style-type: none"> <li>•a. Heresies (note modern parallels). <ul style="list-style-type: none"> <li>•1) Early Church heresies: Gnosticism, Arianism, Nestorianism, Monophysitism, and Apollinarianism (CCC, nos. 464, 466-467, 471).</li> <li>•2) Protestant Reformation: emphasized sola scriptura (the Bible alone) and sola gratia (grace alone).</li> <li>•3) New divisions—sects and cults.</li> </ul> </li> <li>•b. Schisms (the split between East and West). <ul style="list-style-type: none"> <li>•1) Following the Council of Ephesus in 431, those Churches which followed Nestorius established separate Churches; later returned to union with Rome.</li> <li>•2) Following the Council of Chalcedon in 451, those who accepted the Monophysite position formed what are called the Oriental Orthodox Churches.</li> <li>•3) Eastern Schism of 1054: the pope in Rome and the bishop of Constantinople</li> </ul> </li> </ul>	

		excommunicated each other, thus leading to the breach between the Roman Catholic Church and the Eastern Orthodox Church. •c. Apostasy.	
	USCCB.4.III.A.5	Ecumenism. •a. Jesus’ prayer for unity of his disciples (Jn 17:11; CCC, no. 820). •b. Vatican II documents. •c. Ecumenical dialogues with Orthodox Churches and Protestant ecclesial and faith communities emphasized common baptism of all Christians and common service to love even to the point of joint-martyrdom. •d. The fullness of Christ’s Church subsists in the Catholic Church (LG, no. 8).	
	USCCB.4.III.A.6	Interreligious Dialogue. •a. Judaism, which holds a unique place in relation to the Catholic Church. •b. Islam. •c. Other religions.	
	USCCB.4.III.B: The Marks of the Church - The Church is holy (CCC, nos. 823-829).		
	USCCB.4.III.B.1	Holiness is from the all-holy God: all human beings are called to live in holiness.	
	USCCB.4.III.B.2	Christ sanctifies the Church through the Holy Spirit and grants the means of holiness to the Church.	
	USCCB.4.III.B.3	Church members must cooperate with God’s grace. •a. Divine dimensions of the Church. •b. Human dimensions of the Church.	
	USCCB.4.III.B.4	Church members sin, but the Church as Body of Christ is sinless. •a. Church constantly fosters conversion and renewal.	
	USCCB.4.III.B.5	Mary, Mother of the Church and model of faith. •a. The Annunciation and Mary’s “yes” to God. •b. Mary’s perpetual virginity. •c. The Immaculate Conception and the Assumption.	
	USCCB.4.III.B.6	Canonized saints: models of holiness. •a. Their example encourages us. •b. They intercede for us.	
	USCCB.4.III.B.7	The members of the Church are always in need of purification, penance, and renewal (LG, no. 8, cited in CCC, nos. 827, 1428; UR, no. 6, cited in CCC, no. 821).	
	USCCB.4.III.C: The Marks of the Church - The Church is catholic (CCC, nos. 830-856).		

USCCB.4.III.C.1	The Church has been sent by Christ on a mission to the whole world and exists worldwide.	
USCCB.4.III.C.2	The Church exists for all people and is the means to salvation for all people.	
USCCB.4.III.C.3	Salvation comes from the Church even for nonmembers (see Dominus Iesus, section 20; CCC, no. 1257).	
USCCB.4.III.D: The Marks of the Church - The Church is apostolic (CCC, nos. 857-865).		
USCCB.4.III.D.1	Founded by Christ on the Twelve with the primacy of Peter.	
USCCB.4.III.D.2	Has apostolic mission and teaching of Scripture and Tradition.	
USCCB.4.III.D.3	Guided by successors of the Twelve: the pope and bishops.	
USCCB.4.III.D.4	Christ calls all Church members to share Gospel of salvation.	
USCCB.4.IV.B: The Church in the World - Christ founded the Church with a divine purpose and mission (CCC, no. 760).		
USCCB.4.IV.B.1	Jesus—not the members—endowed Church with authority, power, and responsibility (CCC, nos. 763-766).	
USCCB.4.IV.B.2	Church transcends history yet is part of history.	
USCCB.4.IV.B.3	Church continues Christ’s salvation, preserves and hands on his teaching.	
USCCB.4.IV.B.4	Church scrutinizes “signs of the times”—interprets them in light of Gospel.	
USCCB.4.IV.C: The Church in the World - The Church and her mission of evangelization (CCC, nos. 861, 905).		
USCCB.4.IV.C.1	Definition and description of evangelization.	
USCCB.4.IV.C.2	Missionary efforts.	
USCCB.4.IV.C.3	Call to a new evangelization.	
USCCB.4.IV.D: The Church in the World - Visible structure of the Church: a hierarchical communion (CCC, nos. 880-896).		
USCCB.4.IV.D.1	The College of Bishops in union with the pope as its head. <ul style="list-style-type: none"> <li>•a. The Holy See.</li> <li>•b. Individual dioceses.</li> <li>•c. Parishes.</li> <li>•d. Family: the domestic Church (CCC, nos. 791, 1655-1658, 2204, 2685).</li> </ul>	
USCCB.4.IV.D.2	The various vocations of life. <ul style="list-style-type: none"> <li>•a. Ordained bishops, diocesan and religious priests continue the ministry of Christ the Head (CCC, nos. 1555-1568).</li> </ul>	

	<ul style="list-style-type: none"> <li>•b. Ordained deacons continue the ministry of Christ the Servant (CCC, nos. 1569-1571).</li> <li>•c. Religious: consecrated by vows to Christ (CCC, nos. 925-933). <ul style="list-style-type: none"> <li>•1) Religious orders.</li> <li>•2) Religious societies.</li> </ul> </li> <li>•d. Laity: baptized members of Christ (CCC, nos. 897-913). <ul style="list-style-type: none"> <li>•1) Evangelization and sanctification of the world.</li> <li>•2) Some of the laity work full time for the Church.</li> <li>•3) The laity live in various states of life: <ul style="list-style-type: none"> <li>•a) Marriage and family life.</li> <li>•b) Single life.</li> <li>•c) Third orders and lay consecrated people.</li> </ul> </li> </ul> </li> </ul>	
USCCB.4.IV.E: The Church in the World - Teaching office in the Church: the Magisterium (CCC, no. 890).		
USCCB.4.IV.E.1	<p>The teaching role of the pope and bishops.</p> <ul style="list-style-type: none"> <li>•a. Authentic interpreters of God’s Word in Scripture and Tradition.</li> <li>•b. Ensure fidelity to teachings of the Apostles on faith and morals (CCC, Glossary).</li> <li>•c. Explain the hierarchy of truths.</li> <li>•d. The Ordinary Magisterium must be accepted even when it is not pronounced in a definitive manner.</li> <li>•e. Obey the mandate for evangelization.</li> </ul>	
USCCB.4.IV.E.2	<p>Indefectibility and infallibility.</p> <ul style="list-style-type: none"> <li>•a. Indefectibility: the Church will always teach the Gospel of Christ without error even in spite of the defects of her members, both ordained and lay.</li> <li>•b. Infallibility: the gift of the Holy Spirit, which gives the Church the ability to teach faith and morals without error. <ul style="list-style-type: none"> <li>•1) The pope can exercise infallibility when teaching alone on faith and morals, when the teaching is held in common by the bishops of the world and the pope declares that he is teaching ex cathedra (CCC, no. 891).</li> <li>•2) The pope and bishops exercise infallibility when they teach together either in regular teaching dispersed throughout the world or when gathered in an ecumenical council (CCC, no. 892).</li> </ul> </li> </ul>	
USCCB.4.IV.E.3	<p>The law of the Church.</p> <ul style="list-style-type: none"> <li>•a. Pastoral norms for living the faith and moral life, e.g., the precepts of the Church.</li> <li>•b. Disciplines of the Church can be adjusted by the hierarchy for new circumstances.</li> </ul>	
USCCB.4.IV.F: The Church in the World - Sanctifying office of the Church (CCC, no. 893).		
USCCB.4.IV.F.1	The Eucharist is the center of life in the Church.	

	USCCB.4.IV.F.2	Bishops and priests sanctify the Church by prayer, work and ministry of the Word, and the sacraments.	
	USCCB.4.IV.F.3	Goal for all is eternal life.	
	USCCB.4.IV.G: The Church in the World - Governing office of the Church (CCC, nos. 894-896).		
	USCCB.4.IV.G.1	The pope, the bishop of Rome, exercises supreme, ordinary, and immediate jurisdiction over the universal Church.	
	USCCB.4.IV.G.2	Bishops have responsibility to govern their particular churches; they are to exercise their authority and sacred power with the Good Shepherd as their model.	
	USCCB.4.V.A: Implications for Life of a Believer - Belonging to the Church is essential (CCC, no. 760).		
	USCCB.4.V.A.1	Christ willed the Church to be the ordinary way and means of salvation (CCC, no. 763, 772-776).	
	USCCB.4.V.A.2	We receive Christ's redemption as members of his Body the Church.	
	USCCB.4.V.A.3	Christ entrusted Word and sacraments to the Church for our salvation.	
	USCCB.4.V.A.4	Church has fullness of truth and totality of the means of salvation.	
	USCCB.4.V.B: Implications for Life of a Believer - Jesus Christ enriches us through the Church.		
	USCCB.4.V.B.1	Through the sacraments beginning with Baptism; regular reception of the sacraments is essential for members of the Church.	
	USCCB.4.V.B.2	Through a life of prayer, communion, charity, service, and justice in the household of faith.	
	USCCB.4.V.B.3	Through association with others who want to follow Christ in the Church.	
	USCCB.4.V.C: Implications for Life of a Believer - The Church at prayer.		
	USCCB.4.V.C.1	Liturgical year (CCC, nos. 1163-1178).	
	USCCB.4.V.C.2	How we pray.	
	USCCB.4.V.C.3	Celebration of the Christian mysteries (CCC, nos. 1273, 1389).	
	USCCB.4.V.D: Implications for Life of a Believer - Living as a member of the Church, the Body of Christ, means we live as disciples, proclaiming the Lord Jesus' teaching to others (CCC, nos. 520, 1248).		
	USCCB.4.V.D.1	As disciples of Christ we are "salt and light for the world." <ul style="list-style-type: none"> <li>•a. Living as Christ calls and teaches us as known in and through the Church.</li> <li>•b. Active response to call to holiness at home, workplace, public square.</li> <li>•c. Examples for Christian witness in parish and diocese.</li> </ul>	

USCCB.4.V.D.2	Necessity of prayer (CCC, nos. 2612, 2621). <ul style="list-style-type: none"> <li>•a. The Lord forms, teaches, guides, consoles, and blesses us through prayer.</li> <li>•b. Prayer helps us understand the teachings of Jesus Christ and his Church in a deeper way and live them more fully.</li> </ul>	
USCCB.4.VI.A: Challenges - Why do I have to be a Catholic? Aren't all religions as good as another (CCC, nos. 760, 817-822, 836)?		
USCCB.4.VI.A.1	To be a Catholic is to be a member of the one true Church of Christ. While elements of truth can be found in other churches and religions, the fullness of the means of salvation subsists in the Catholic Church (CCC, nos. 816, 836-838).	
USCCB.4.VI.A.2	Christ willed that the Catholic Church be his sacrament of salvation, the sign and the instrument of the communion of God and man (CCC, nos. 774-776, 780).	
USCCB.4.VI.A.3	Christ established his Church as a visible organization through which he communicates his grace, truth, and salvation (CCC, no. 771).	
USCCB.4.VI.A.4	Those who through no fault of their own do not know Christ or the Catholic Church are not excluded from salvation; in a way known to God, all people are offered the possibility of salvation through the Church (CCC, nos. 836-848).	
USCCB.4.VI.A.5	Members of the Catholic Church have the duty to evangelize others (CCC, nos. 849-856).	
USCCB.4.VI.B: Challenges - Isn't the Church being hypocritical in telling other people to be holy and avoid sin when many Catholics, including the clergy, are guilty of terrible wrongs (CCC, nos. 823-829)?		
USCCB.4.VI.B.1	Some members of the Church might be hypocritical. Members of the Church, like all human beings, are guilty of sin, but this doesn't make the Church wrong or hypocritical.	
USCCB.4.VI.B.2	The Church teaches what God has told us about how to be holy and the necessity of avoiding sin. Failure by members of the Church to live out what God has taught does not invalidate the truth of the teaching we have received through the Apostles and their successors.	
USCCB.4.VI.B.3	The Church is guided and animated by the Holy Spirit and, as the Body of Christ, remains sinless even if her members sin.	
USCCB.4.VI.C: Challenges - Who needs organized religion? Isn't it better to worship God in my own way, when and how I want?		
USCCB.4.VI.C.1	God desires us to come to him as members of his family, his new people, so he established the Church to accomplish that purpose (CCC, no. 760).	
USCCB.4.VI.C.2	No one and no community can proclaim the Gospel to themselves (CCC, no. 875).	
USCCB.4.VI.C.3	Because human beings are social in nature, we need each other's encouragement, support, and example (CCC, no. 820).	

	USCCB.4.VI.C.4	Worship of God has both a personal dimension and a communal dimension: personal, private worship is encouraged to complement communal worship (CCC, nos. 821, 1136-1144).	
	USCCB.4.VI.C.5	The Church offers us authentic worship in spirit and in truth when we unite ourselves with Christ's self-offering in the Mass (CCC, nos. 1322-1324).	
	USCCB.4.VI.C.6	God taught in the Old and New Testaments for people to come together and worship in the way that he revealed to them (CCC, nos. 1093-1097).	
	USCCB.4.VI.C.7	The Catholic Church is structured so that all the members, clergy and laity alike, are accountable to someone (CCC, nos. 871-879).	
	USCCB.4.VI.D: Challenges - How is it that the Catholic Church is able to sustain the unity of her members even though they live out their faith in different cultures and sometimes express their faith in different ways?		
	USCCB.4.VI.D.1	The Church is able to sustain unity because she has the apostolic teaching office of the pope and bishops to guide and direct her under the guidance of the Holy Spirit (CCC, no. 815).	
	USCCB.4.VI.D.2	It is the pope and bishops who are the successors in every age to St. Peter and the Apostles (CCC, nos. 815, 862).	
	USCCB.4.VI.D.3	The unity of the Church is also sustained through the common celebration of worship and the sacraments (CCC, no. 815).	
USCCB.5: Sacraments as Privileged Encounters with Jesus Christ			
	USCCB.5.I.A: The Sacramental Nature of the Church - Definition of sacrament.		
	USCCB.5.I.A.1	A sacrament is an efficacious sign of grace, instituted by Christ and entrusted to the Church, by which divine life of grace is dispensed to us through the work of the Holy Spirit (CCC, no. 1131).	
	USCCB.5.I.A.2	Eastern Churches use the word "mystery" for sacrament and celebrate them in a similar but not essentially different way	
	USCCB.5.I.A.3	Sacraments confer the grace they signify (CCC, no. 1127). <ul style="list-style-type: none"> <li>•a. Grace: sanctifying and actual—gratuitous (CCC, nos. 1996-2005).</li> <li>•b. Sacramental grace (CCC, no. 1129).</li> </ul>	
	USCCB.5.I.B: The Sacramental Nature of the Church - The Church and the sacramental economy of salvation (CCC, no. 849).		
	USCCB.5.I.B.1	Jesus Christ is the living, ever-present sacrament of God (CCC, nos. 1088-1090).	
	USCCB.5.I.B.2	The Church as universal sacrament of Jesus Christ (CCC, nos. 774-776). <ul style="list-style-type: none"> <li>•a. The Church is the sacrament of salvation, the sign and the instrument of the communion of God and all (CCC, no. 780).</li> </ul>	

		<ul style="list-style-type: none"> <li>•b. The Church has a sacramental view of all reality (CCC, no. 739).</li> <li>•c. The Church is the sacrament of the Trinity’s communion with us (CCC, no. 774).</li> </ul>	
	USCCB.5.I.C: The Sacramental Nature of the Church - Redemption is mediated through the seven sacraments.		
	USCCB.5.I.C.1	<p>Christ acts through the sacraments (CCC, nos. 1084-1085).</p> <ul style="list-style-type: none"> <li>•a. Signs and symbols (CCC, nos. 1145-1152).</li> <li>•b. Sacraments for healing and sanctification (CCC, nos. 1123, 1421).</li> <li>•c. Experiential sign of Christ’s presence (CCC, nos. 1115-1116).</li> </ul>	
	USCCB.5.I.C.2	<p>The Church at prayer (CCC, no. 1073).</p> <ul style="list-style-type: none"> <li>•a. Prayer defined; different forms (CCC, nos. 2559, 2565).</li> <li>•b. Essential for a believer (CCC, no. 2558).</li> <li>•c. Liturgical prayer and the sacraments (CCC, nos. 1137-1144).</li> <li>•d. Personal prayer; Christian meditation (CCC, nos. 2626-2643, 2705-2719).</li> </ul>	
	USCCB.5.II.A: The Sacraments of Initiation (CCC, no. 1212) - Baptism: the sacrament which is the birth of the baptized into new life in Christ. In Baptism, Original Sin is forgiven along with all personal sins. By it we become adoptive children of the Father, members of Christ, and temples of the Holy Spirit; it also incorporates us into the Church and makes us sharers in the priesthood of Christ (CCC, nos. 1279-1280).		
	USCCB.5.II.A.1	<p>Understanding the sacrament.</p> <ul style="list-style-type: none"> <li>•a. Scriptural basis. <ul style="list-style-type: none"> <li>•1) The Sacrament of Baptism is pre-figured in the Old Testament at creation when the Spirit of God hovered over the waters at creation (Gn 1–2); in Noah’s ark (Gn 7); in the crossing of the Red Sea (Ex 14) and the Jordan (CCC, nos. 1217-1222).</li> <li>•2) New Testament references: Mt 3:1-12; Mt 3:13-17; Mt 29:19; Mk 1:9-11; Lk 3:21-22; Jn 1:22-34; Jn 3:1-15; Acts 2:37-41 (CCC, nos. 1223-1225).</li> </ul> </li> <li>•b. Historical development (CCC, nos. 1229-1233). <ul style="list-style-type: none"> <li>•1) Baptism of blood (CCC, no. 1258).</li> <li>•2) Baptism of desire (CCC, nos. 1258-1261).</li> </ul> </li> <li>•c. Theology (CCC, nos. 1217-1228).</li> </ul>	
	USCCB.5.II.A.2	<p>Celebration (CCC, nos. 1229-1245).</p> <ul style="list-style-type: none"> <li>•a. Baptism of adults (CCC, nos. 1247-1249).</li> <li>•b. Baptism of infants (CCC, nos. 403, 1231, 1233, 1250-1252, 1282, 1290). <ul style="list-style-type: none"> <li>•1) The question of infants who die before Baptism (CCC, no. 1283).</li> </ul> </li> <li>•c. Role of godparents (CCC, no. 1255).</li> </ul>	
	USCCB.5.II.A.3	<p>Essential elements (CCC, nos. 1239-1240).</p> <ul style="list-style-type: none"> <li>•a. Immersion or the triple pouring of water on the head (CCC, nos. 694, 1214, 1217, 1240).</li> <li>•b. Saying the words of the formula (CCC, no. 1240).</li> </ul>	

USCCB.5.II.A.4	Other elements: (CCC, nos. 1237-1245).	
USCCB.5.II.A.5	Effects of the sacrament (CCC, nos. 1262-1270). <ul style="list-style-type: none"> <li>•a. Die and rise with Christ (CCC, no. 1227).</li> <li>•b. Freed from Original Sin and all sins (CCC, no. 1263).</li> <li>•c. Adopted children of God (CCC, nos. 1265-1266).</li> <li>•d. Members of the Church (CCC, nos. 1267-1270).</li> <li>•e. Indelible character; this sacrament cannot be repeated (CCC, nos. 1272-1274).</li> <li>•f. Holy Spirit and discipleship (CCC, no. 1241).</li> </ul>	
USCCB.5.II.A.6	Requirements for reception. <ul style="list-style-type: none"> <li>•a. For adults (CCC, nos. 1247-1249).</li> <li>•b. For infants (CCC, nos. 1250-1252).</li> <li>•c. Catechesis for baptized (CCC, nos. 1253-1255).</li> </ul>	
USCCB.5.II.A.7	Minister of the sacrament (CCC, no. 1256). <ul style="list-style-type: none"> <li>•a. Ordinary circumstances.</li> <li>•b. In danger of death.</li> </ul>	
USCCB.5.II.A.8	Necessity of Baptism (CCC, nos. 1257-1261).	
USCCB.5.II.A.9	Implications. <ul style="list-style-type: none"> <li>•a. Members of Church (CCC, no. 1267).</li> <li>•b. Common priesthood (CCC, no. 1268).</li> <li>•c. Rights and duties (CCC, no. 1269).</li> <li>•d. Call to mission (CCC, no. 1270).</li> <li>•e. Ecumenical aspect (CCC, no. 1271).</li> </ul>	
USCCB.5.II.A.10	Appropriating and living this sacrament (CCC, no. 1694). <ul style="list-style-type: none"> <li>•a. Reminders of our Baptism. <ul style="list-style-type: none"> <li>•1) In the Church's liturgy: Easter vigil, renewal of baptismal promises, sprinkling rite at Mass (CCC, nos. 281, 1217, 1254, 1668, 2719).</li> <li>•2) In pious practices: blessing with holy water (fonts in churches and homes), sign of the cross (CCC, no. 1668).</li> </ul> </li> <li>•b. Prayer and reflection on the meaning of Baptism (CCC, nos. 1694, 1811, 1966, 1988, 1987, 1992, 1997, 2015). <ul style="list-style-type: none"> <li>•1) Sharing in the Death and Resurrection of Christ.</li> <li>•2) Turning away from sin and selfish actions; ongoing conversion.</li> </ul> </li> </ul>	
USCCB.5.II.B: The Sacraments of Initiation (CCC, no. 1212) - Confirmation: the sacrament in which the gift of the Holy Spirit received at Baptism is confirmed, strengthened, and perfected for living the Christian life and spreading the faith to others; in this sacrament we receive a permanent sign or character so it cannot be repeated.		

USCCB.5.II.B.1	<p>Understanding the sacrament.</p> <ul style="list-style-type: none"> <li>•a. Scriptural basis. <ul style="list-style-type: none"> <li>•1) The book of Isaiah foretold that the Spirit of the Lord shall rest on the hoped-for Messiah (Is 11:2; CCC, no. 1286).</li> <li>•2) The Holy Spirit descended on the Church (Acts 8:14-17; CCC, nos. 1287-1288).</li> </ul> </li> <li>•b. Historical development (CCC, nos. 1290-1292).</li> <li>•c. Theology. <ul style="list-style-type: none"> <li>•1) Western Church (CCC, nos. 1286-1288).</li> <li>•2) Eastern Churches (CCC, no. 1289).</li> </ul> </li> </ul>	
USCCB.5.II.B.2	<p>Celebration.</p> <ul style="list-style-type: none"> <li>•a. Rite of Confirmation (CCC, nos. 1298-1300).</li> <li>•b. Rite of Christian Initiation of Adults (RCIA) (CCC, nos. 1232-1233, 1298).</li> <li>•c. Eastern Catholic Churches confirm (chrismate) at the time of Baptism and, in some cases, administer Eucharist then as well (CCC, nos. 1290-1292).</li> </ul>	
USCCB.5.II.B.3	<p>Essential elements of the sacrament (CCC, no. 1300).</p> <ul style="list-style-type: none"> <li>•a. Laying-on of hands and anointing with chrism.</li> <li>•b. Saying the words of the formula.</li> </ul>	
USCCB.5.II.B.4	<p>Requirements for reception.</p> <ul style="list-style-type: none"> <li>•a. Baptized and age (CCC, nos. 1306-1308).</li> <li>•b. Preparation, Confession, sponsor (CCC, nos. 1309-1310).</li> </ul>	
USCCB.5.II.B.5	<p>Minister (CCC, nos. 1312-1314).</p>	
USCCB.5.II.B.6	<p>Effects and implications (CCC, no. 1303).</p> <ul style="list-style-type: none"> <li>•a. Perfection of baptismal grace (CCC, no. 1285).</li> <li>•b. Help of Holy Spirit's gifts and fruits (CCC, nos. 1830-1832).</li> <li>•c. Indelible character; this sacrament cannot be repeated (CCC, nos. 1303-1305).</li> <li>•d. Call to spread and defend faith (CCC, no. 1303).</li> <li>•e. Discernment of God's call (CCC, no. 1303).</li> <li>•f. Stewardship (CCC, no. 1303).</li> </ul>	
USCCB.5.II.B.7	<p>Appropriating and living this sacrament: life in the Holy Spirit (CCC, no. 1694).</p> <ul style="list-style-type: none"> <li>•a. How to know the Holy Spirit's promptings and actions in your life, with the help of the Holy Spirit (CCC, no. 1694). <ul style="list-style-type: none"> <li>•1) Learn Sacred Scripture (CCC, nos. 50-51, 94-95, 1066).</li> <li>•2) Live the sacraments (CCC, nos. 1071-1072, 1091-1092).</li> <li>•3) Love the Catholic Church—the Church that Christ began.</li> </ul> </li> </ul>	

		<ul style="list-style-type: none"> <li>•b. Prayer is the foundation for knowing and following the will and actions of the Holy Spirit (CCC, nos. 1309, 1073, 2670-2672).</li> </ul>	
	<p>USCCB.5.II.C: The Sacraments of Initiation (CCC, no. 1212) - Holy Eucharist: the sacrament which re-presents in the Mass the sacrificial Death of Christ and his Resurrection—making it possible for us to eat his Body and drink his Blood (CCC, no. 1323).</p>		
	USCCB.5.II.C.1	<p>Understanding the sacrament.</p> <ul style="list-style-type: none"> <li>•a. Scriptural basis: Ex 12; Mt 14:13-21; Mt 26: 26-29; Mk 6:30-33; Mk 14:22-25; Lk 9:10-17; Lk 22:14-20; Jn 2:1-12; Jn 6:22-59; Jn 13–17; 1 Cor 11:23ff. (CCC, nos. 1337-1344).</li> <li>•1) The Eucharist is pre-figured in the Old Testament, beginning with the priest-king Melchizedek (Gn 14:18-20), Israel eating unleavened bread every year at Passover, and Yahweh providing manna from heaven (CCC, nos. 1333, 1544).</li> <li>•b. Historical development (CCC, nos. 1324-1332, 1345).</li> <li>•c. Theology.</li> <li>•1) Signs (CCC, nos. 1333-1336).</li> <li>•2) Institution (CCC, nos. 1337-1340).</li> <li>•3) “In memory” (CCC, nos. 1341-1343).</li> <li>•4) Thanksgiving and praise (CCC, nos. 1359-1361).</li> <li>•5) Sacrificial memorial (CCC, nos. 1362-1372).</li> <li>•6) Ecclesia de Eucharistia.</li> </ul>	
	USCCB.5.II.C.2	<p>Celebration.</p> <ul style="list-style-type: none"> <li>•a. Parts of the Mass (CCC, nos. 1348-1355).</li> <li>•b. Roles of priests and deacons (CCC, nos. 1566, 1570).</li> <li>•c. Roles of faith community (CCC, nos. 1140, 1348).</li> </ul>	
	USCCB.5.II.C.3	<p>Essential elements.</p> <ul style="list-style-type: none"> <li>•a. Bread (unleavened in Latin Church, leavened in Eastern Churches) and wine from grapes (CCC, no. 1412; CIC, cc. 924 §§1-3, 926, 927).</li> <li>•b. Eucharistic Prayer (CCC, nos. 1352-1355).</li> </ul>	
	USCCB.5.II.C.4	<p>Christ's Real Presence.</p> <ul style="list-style-type: none"> <li>•a. Transubstantiation (CCC, nos. 1373-1377).</li> <li>•b. Worship of the Eucharist.</li> <li>•1) Adoration (CCC, no. 1378).</li> <li>•2) Tabernacle (CCC, no. 1379).</li> <li>•3) Reverence (CCC, nos. 1385-1386, 1418).</li> </ul>	
	USCCB.5.II.C.5	<p>Effects of the sacrament.</p> <ul style="list-style-type: none"> <li>•a. Union with Jesus and Church (CCC, nos. 1391, 1396).</li> </ul>	

		<ul style="list-style-type: none"> <li>•b. Forgiveness of venial sin (CCC, no. 1394).</li> <li>•c. Protection from grave sin (CCC, no. 1395).</li> <li>•d. Commits us to the poor (CCC, no. 1397).</li> </ul>	
	USCCB.5.II.C.6	<p>Requirements for fruitful reception.</p> <ul style="list-style-type: none"> <li>•a. Baptized member of the Church who believes in the Real Presence and Transubstantiation (CCC, nos. 1376, 1385, 1387-1388).</li> <li>•b. Free from grave sin (CCC, no. 1385).</li> <li>•c. One hour fast from food and drink (CCC, no. 1387).</li> </ul>	
	USCCB.5.II.C.7	<p>Other receptions.</p> <ul style="list-style-type: none"> <li>•a. Frequent Communion (CCC, nos. 1388-1389).</li> <li>•b. Viaticum (CCC, nos. 1524-1525).</li> <li>•c. Eucharist two times a day (CIC, c. 917).</li> </ul>	
	USCCB.5.II.C.8	Minister of the sacrament (CCC, nos. 1369, 1566).	
	USCCB.5.II.C.9	Role of extraordinary ministers of Holy Communion (CCC, no. 1411; CIC, c. 910 §2, c. 230 §3).	
	USCCB.5.II.C.10	<p>Implications.</p> <ul style="list-style-type: none"> <li>•a. Ecumenical (CCC, no. 1398).</li> <li>•b. Love of God, neighbor, and poor (CCC, nos. 1396-1397).</li> <li>•c. Nourishing Christ's life in us (CCC, no. 1392).</li> </ul>	
	USCCB.5.II.C.11	<p>Appropriating and living this sacrament.</p> <ul style="list-style-type: none"> <li>•a. Active participation in Mass where the Lord comes in both word and sacrament (CCC, nos. 2042, 2181-2182).</li> <li>•b. Prayer of thanksgiving on receiving Jesus Christ in the Eucharist (CCC, nos. 1358-1359).</li> <li>•c. Reflective prayer on the meaning of Christ's Death and Resurrection, and petition for the grace to give to others of ourselves as the Lord did (CCC, nos. 1359-1361).</li> </ul>	
	USCCB.5.III.A: Sacraments of Healing - Penance and Reconciliation: the sacrament through which sins committed after Baptism can be forgiven, and reconciliation with God and community can be effected (CCC, nos. 1422, 1425, 1428, 1446).		
	USCCB.5.III.A.1	<p>Understanding the sacrament.</p> <ul style="list-style-type: none"> <li>•a. Scriptural basis: Jesus gives the Eleven the power to forgive sins (Jn 20:22-23). Examples of forgiveness (Mk 2:1-12; Lk 15:11-32; Jn 8:1-11; CCC, no. 1444).</li> <li>•b. Historical development (CCC, nos. 1425-1429, 1447-1448).</li> <li>•c. Theology (CCC, nos. 1440-1449).</li> </ul>	

USCCB.5.III.A.2	<p>Celebration.</p> <ul style="list-style-type: none"> <li>•a. Individual confession (CCC, nos. 1456-1458, 1480, 1484).</li> <li>•b. Communal service (CCC, no. 1482).</li> <li>•c. General absolution (CCC, no. 1483).</li> </ul>	
USCCB.5.III.A.3	<p>Essential elements.</p> <ul style="list-style-type: none"> <li>•a. Acts of the penitent: contrition and firm purpose of amendment, confession of sins, penance or satisfaction (CCC, nos. 1450-1458).</li> <li>•b. Absolution (CCC, nos. 1480-1484).</li> </ul>	
USCCB.5.III.A.4	<p>Effects.</p> <ul style="list-style-type: none"> <li>•a. Forgiveness of all sin (CCC, no. 1442).</li> <li>•b. Reconciliation with God by which grace is received (CCC, nos. 1468-1469, 1496).</li> <li>•c. Reconciliation with the Church (CCC, nos. 1443-1445).</li> <li>•d. Remission of punishment for sin (CCC, nos. 1470, 1496).</li> <li>•e. Peace and serenity (CCC, no. 1496).</li> <li>•f. Spiritual strength to resist temptation (CCC, no. 1496).</li> </ul>	
USCCB.5.III.A.5	<p>Requirements for reception.</p> <ul style="list-style-type: none"> <li>•a. Contrition, both perfect and imperfect (CCC, nos. 1451-1454).</li> <li>•b. Confession of grave or mortal sins (CCC, nos. 1455-1457).</li> <li>•c. Confession of venial sins recommended (CCC, no. 1458).</li> </ul>	
USCCB.5.III.A.6	<p>Minister of the sacrament (CCC, nos. 1461-1466).</p> <ul style="list-style-type: none"> <li>•a. The seal of confession (CCC, no. 1467).</li> </ul>	
USCCB.5.III.A.7	<p>Implications (CCC, nos. 1468-1470).</p> <ul style="list-style-type: none"> <li>•a. Thanksgiving and amendment (CCC, nos. 1459, 1451).</li> <li>•b. Ongoing conversion (CCC, no. 1423).</li> <li>•c. Reconciliation with the Church community (CCC, nos. 1422, 1443-1445, 1469).</li> </ul>	
USCCB.5.III.A.8	<p>Appropriating and living this sacrament (CCC, nos. 1451, 1468-1469, 1470).</p> <ul style="list-style-type: none"> <li>•a. Prayer of thanksgiving for the gift of God's forgiveness of sins.</li> <li>•b. Reflective prayer on contrition in its fullest sense: sorrow for our sins with the resolution to avoid future sin (CCC, no. 1452).</li> </ul>	
USCCB.5.III.B: Sacraments of Healing - Anointing of the Sick: the sacrament which gives spiritual healing and strength to a person seriously ill and sometimes also physical recovery (CCC, nos. 1499-1513).		
USCCB.5.III.B.1	<p>Understanding the sacrament.</p> <ul style="list-style-type: none"> <li>•a. Scriptural basis: Jas 5:14-15 (CCC, no. 1510).</li> <li>•b. Historical development (CCC, no. 1512).</li> <li>•c. Theology.</li> </ul>	

		<ul style="list-style-type: none"> <li>•1) Illness (CCC, nos. 1500-1502).</li> <li>•2) Christ the Physician (CCC, no. 1503).</li> <li>•3) Faith and healing (CCC, no. 1504).</li> <li>•4) Christ's suffering (CCC, no. 1505).</li> <li>•5) Disciples carry cross (CCC, no. 1506).</li> <li>•6) Holy Spirit's gift of healing (CCC, no. 1509).</li> <li>•7) Christ institutes sacrament of the sick (CCC, nos. 1500-1513).</li> </ul>	
	USCCB.5.III.B.2	<p>Celebration.</p> <ul style="list-style-type: none"> <li>•a. Individual celebration (CCC, nos. 1514-1516).</li> <li>•b. Communal celebration (CCC, nos. 1517-1518).</li> <li>•c. Viaticum (CCC, nos. 1524-1525).</li> </ul>	
	USCCB.5.III.B.3	<p>Essential elements (CCC, nos. 1517-1519).</p> <ul style="list-style-type: none"> <li>•a. Laying-on of hands; anointing forehead and hands with oil of the sick.</li> <li>•b. Spoken words of the formula.</li> </ul>	
	USCCB.5.III.B.4	<p>Effects (CCC, nos. 1520-1523).</p> <ul style="list-style-type: none"> <li>•a. Union of the sick person to Christ in his Passion.</li> <li>•b. Strength, peace, and courage to endure the sufferings of illness or old age.</li> <li>•c. The forgiveness of sins.</li> <li>•d. The restoration of health if God wills it.</li> <li>•e. Preparation for passing over to eternal life.</li> </ul>	
	USCCB.5.III.B.5	Requirements for reception (CCC, nos. 1514-1515).	
	USCCB.5.III.B.6	Minister: priest or bishop (CCC, no. 1516).	
	USCCB.5.III.B.7	<p>Implications (CCC, no. 1532).</p> <ul style="list-style-type: none"> <li>•a. The Lord Jesus does not abandon or forget us; he is with us in all things.</li> <li>•b. The Lord Jesus' healing power is still at work in the world.</li> </ul>	
	USCCB.5.III.B.8	<p>Appropriating and living this sacrament (CCC, nos. 1522-1523).</p> <ul style="list-style-type: none"> <li>•a. Prayerful reflection on the healing power of Jesus Christ.</li> <li>•b. Prayer on accepting God's will.</li> <li>•c. Prayer on offering up our sufferings to God.</li> </ul>	
	USCCB.5.IV.A: Sacraments at the Service of Communion - Holy Orders: the sacrament through which a man is made a bishop, priest, or deacon and is given the grace and power to fulfill the responsibilities of the order to which he is ordained.		
	USCCB.5.IV.A.1	<p>Understanding the sacrament.</p> <ul style="list-style-type: none"> <li>•a. Scriptural basis: Mt 16:18ff.; Mt 28:19-20; Lk 6:12-16; Mk 3:14-19 (CCC, no. 1577).</li> </ul>	

		<ul style="list-style-type: none"> <li>•1) Jesus consecrates his followers at the Last Supper (Jn 17).</li> <li>•2) To remember him, Jesus commanded his followers, “Do this in memory of me.” His Apostles continued to celebrate the Eucharist as ordained ministers.</li> <li>•b. Historical development—instituted by Christ (CCC, nos. 874ff.).</li> <li>•c. Theology (CCC, nos. 1539-1553).</li> </ul>	
	USCCB.5.IV.A.2	<p>Celebration of Ordination.</p> <ul style="list-style-type: none"> <li>•a. Bishop (CCC, nos. 1555-1561).</li> <li>•b. Priest (CCC, nos. 1562-1568).</li> <li>•c. Deacon (CCC, nos. 1569-1571).</li> </ul>	
	USCCB.5.IV.A.3	<p>Essential elements (CCC, nos. 1572-1574).</p> <ul style="list-style-type: none"> <li>•a. Imposition of hands.</li> <li>•b. Spoken prayer of consecration.</li> </ul>	
	USCCB.5.IV.A.4	<p>Effects.</p> <ul style="list-style-type: none"> <li>•a. Indelible character; this sacrament cannot be repeated (CCC, nos. 1581-1584).</li> <li>•b. Grace of the Holy Spirit (CCC, nos. 1585-1589).</li> </ul>	
	USCCB.5.IV.A.5	<p>Requirements for reception.</p> <ul style="list-style-type: none"> <li>•a. Called to ministry (CCC, no. 1578).</li> <li>•b. Baptized male (CCC, no. 1577).</li> <li>•c. Celibacy in the Latin Church (CCC, no. 1579).</li> <li>•d. Adequate education and formation (CCC, nos. 1578, 1598).</li> <li>•e. Mental health screening (Program of Priestly Formation, nos. 5, 53).</li> <li>•f. Lifelong commitment to personal prayer and devotion (CCC, nos. 1567, 1579).</li> <li>•g. Servant leader in Person of Christ (CCC, nos. 1552-1553, 1548-1551).</li> </ul>	
	USCCB.5.IV.A.6	<p>Minister of the sacrament: bishop (CCC, nos. 1575-1576).</p>	
	USCCB.5.IV.A.7	<p>Implications.</p> <ul style="list-style-type: none"> <li>•a. Servant leaders according to order (CCC, nos. 1547ff.).</li> <li>•b. Distinctive ministries of bishop, priest, and deacon (CCC, nos. 1594-1596).</li> </ul>	
	USCCB.5.IV.A.8	<p>Appropriating and living this sacrament.</p> <ul style="list-style-type: none"> <li>•a. Prayer for more vocations to the priesthood (CCC, no. 1548).</li> <li>•b. Praying for bishops, priests, and deacons (CCC, no. 1547).</li> <li>•c. Offering help and support to bishops, priests, and deacons (CCC, no. 1547).</li> </ul>	
	<p>USCCB.5.IV.B: Sacraments at the Service of Communion - Marriage: the sacrament in which a baptized man and a baptized woman form with each other a lifelong covenantal communion of life and love that signifies the union of Christ and the Church and through which they are given the grace to live out this union (CCC, nos. 1601, 1603, 1613-1616, 1642).</p>		

USCCB.5.IV.B.1	<p>Understanding the sacrament: Jesus raises marriage to the dignity of a sacrament.</p> <ul style="list-style-type: none"> <li>•a. Scriptural basis: Jn 2:1-11; Mt 19:1-15; Mt 5:31-32 (CCC, nos. 1614-1615).</li> <li>•b. Historical development (CCC, nos. 1602-1620).</li> <li>•c. Theology.</li> <li>•1) Sacramental marriage (CCC, nos. 1621-1630).</li> <li>•2) Mixed marriages/disparity of cult (CCC, nos. 1633-1637).</li> <li>•a) Conditions for permission/dispensation.</li> </ul>	
USCCB.5.IV.B.2	<p>Celebration.</p> <ul style="list-style-type: none"> <li>•a. Within Mass (CCC, nos. 1621-1624).</li> <li>•b. Within Liturgy of the Word.</li> </ul>	
USCCB.5.IV.B.3	<p>Essential elements.</p> <ul style="list-style-type: none"> <li>•a. Free consent of the couple (CCC, nos. 1625-1629, 1632).</li> <li>•b. Consent given in the presence of the Church's minister and two witnesses (CCC, nos. 1630-1631).</li> </ul>	
USCCB.5.IV.B.4	<p>Effects (CCC, nos. 1638-1642).</p> <ul style="list-style-type: none"> <li>•a. Grace to perfect the couple's love for each other and strengthen their bond.</li> <li>•b. Help to live the responsibilities of married life.</li> <li>•c. Help on the journey to eternal life.</li> </ul>	
USCCB.5.IV.B.5	<p>Requirements for reception.</p> <ul style="list-style-type: none"> <li>•a. Baptism (CCC, nos. 1617, 1625, 1633).</li> <li>•b. No prior bond or other impediments (CCC, no. 1625).</li> <li>•c. Able to give free consent (CCC, nos. 1625, 1627).</li> <li>•d. Celebration of marriage according to Church law (CCC, nos. 1625-1637).</li> </ul>	
USCCB.5.IV.B.6	<p>Ministers: the spouses before priest or deacon and two other witnesses (CCC, nos. 1623, 1630). (N.B. In Eastern Churches, the priest is the minister of the sacrament.)</p>	
USCCB.5.IV.B.7	<p>The requirements of marriage.</p> <ul style="list-style-type: none"> <li>•a. Unity and indissolubility (CCC, nos. 1644-1645).</li> <li>•b. Fidelity (CCC, nos. 1646-51).</li> <li>•c. Openness to children (CCC, nos. 1652-1654).</li> </ul>	
USCCB.5.IV.B.8	<p>Divorce, declaration of nullity, remarriages (CCC, no. 1650).</p>	
USCCB.5.IV.B.9	<p>Implications.</p> <ul style="list-style-type: none"> <li>•a. Lifelong, conjugal fidelity (CCC, nos. 1646ff.).</li> <li>•b. Domestic Church (CCC, nos. 1655-1658).</li> <li>•c. Gift of children and nurturing them (CCC, nos. 1652-1653).</li> <li>•d. Qualities of successful marriages (CCC, nos. 1641-1658).</li> </ul>	

USCCB.5.IV.B.10	<p>Appropriating and living this sacrament.</p> <ul style="list-style-type: none"> <li>•a. Prayer for parents, relatives, and all who are married (CCC, no. 1657).</li> <li>•b. Praying for our lives ahead, asking God to help us know his will and to follow it in faith (CCC, no. 1656).</li> <li>•c. Careful preparation for marriage, remote, proximate, and immediate (FC, no. 66; CCC, no. 1632).</li> <li>•d. Ongoing marriage enrichment (CCC, nos. 1632, 1648).</li> <li>•e. Reflective prayer on married life as witness to Christ’s love (CCC, no. 1661).</li> </ul>
USCCB.5.V.A: Challenges to Worship and Sacraments - Can't a person go directly to God without the help of the Church or a priest (CCC, nos. 1538-1539)?	
USCCB.5.V.A.1	Any person can always pray directly to God. However, God established the Church as a way for him to teach us and to enrich us with his grace. Jesus Christ gave us the Church and the sacraments for our salvation (CCC, nos. 774-776).
USCCB.5.V.A.2	Sacraments provide an encounter with Christ which is unique and graced (CCC, no. 1076).
USCCB.5.V.A.3	Sacraments celebrate and strengthen our unity and identity (CCC, no. 774).
USCCB.5.V.B: Challenges to Worship and Sacraments - Can't God forgive us directly when we are sorry for sin (CCC, nos. 1434, 1440-1445)?	
USCCB.5.V.B.1	While God can forgive us however and whenever he wants, he knows what is best for us and has taught us through Jesus that he wants to forgive us through the Sacrament of Penance and Reconciliation (Jn 20:21-23; CCC, nos. 1421, 1442).
USCCB.5.V.B.2	The Sacrament of Reconciliation is necessary to forgive grave or mortal sins (CCC, no. 1468), but it is not essential for the forgiveness of venial sins (CCC, no. 1493).
USCCB.5.V.B.3	People need to confess sins to face the reality of the wrong they have done, and in and through this sacrament, they can be assured of forgiveness (CCC, nos. 1455-1457).
USCCB.5.V.B.4	The sacrament also gives the assurance of forgiveness to a truly repentant person (CCC, nos. 1452-1453).
USCCB.5.V.C: Challenges to Worship and Sacraments - Aren't the sacraments just celebrations to mark significant moments in our life (CCC, nos. 1066, 1070)?	
USCCB.5.V.C.1	While the sacraments are usually celebrated at appropriate or significant moments or events in our lives, they are much more than simply celebrations of those moments. They are personal encounters with Christ, who acts through sacraments to help us (CCC, nos. 1088-1090).
USCCB.5.V.C.2	Each sacrament gives a special grace (CCC, no. 1129).

	USCCB.5.V.D: Challenges to Worship and Sacraments - Is there any difference between receiving Holy Communion in a Catholic Church and going to communion in a Protestant worship service (CCC, no. 1411)?	
USCCB.5.V.D.1	<p>Yes, there are differences.</p> <ul style="list-style-type: none"> <li>•a. Because of Apostolic Succession and the priesthood, Holy Eucharist in the Catholic Church is the Body and Blood of Jesus Christ. Churches without Apostolic Succession and the priesthood do not have that gift (CCC, nos. 817-822, 1411).</li> <li>•b. Reception of Holy Communion in the Catholic Church is a statement of belief in the Real Presence of Jesus in the Eucharist and of unity with all Catholics throughout the world (CCC, nos. 1376, 1391, 1398).</li> </ul>	
USCCB.5.V.D.2	Because of these differences, Catholics must not take communion in Protestant worship services, and non-Catholics must not receive Holy Communion in Catholic Churches (CCC, no. 1411).	
	USCCB.5.V.E: Challenges to Worship and sacraments - How do we know that any of the sacraments really work? For example, if a person dies after receiving the Sacrament of the Anointing of the Sick, does that mean it did not work (CCC, nos. 1500-1501, 1503-1505, 1508-1509, 1520-1523)?	
USCCB.5.V.E.1	The effects of the grace we receive through the sacraments is not something that can be seen or measured.	
USCCB.5.V.E.2	Each of the sacraments is effective whether we feel it or not; it is sometimes only in looking back that we can recognize how Christ has touched us and helped us through the sacraments.	
USCCB.5.V.E.3	The Sacrament of the Anointing of the Sick can have different effects. Sometimes Christ does bring about physical healing through that sacrament. Other times, the healing is spiritual in that it helps the person to be better prepared for death, to be at peace, and to be eager to be with the Lord.	
USCCB.6: Life in Jesus Christ		
	USCCB.6.I.A: What Is Life in Christ? - God's plan for us (CCC, nos. 302-314, 1692).	
USCCB.6.I.A.1	<p>God creates us to share eternal love and happiness with him in Heaven.</p> <ul style="list-style-type: none"> <li>•a. Desire and longing for God (CCC, no. 27).</li> <li>•b. Fall and promise of redemption (CCC, no. 410).</li> <li>•c. Jesus Christ fulfills this promise (CCC, nos. 456-460).</li> </ul>	
USCCB.6.I.A.2	<p>God created us in his image and likeness (CCC, /nos. 1700-1706).</p> <ul style="list-style-type: none"> <li>•a. The dignity of the human person (CCC, no. 1700).</li> <li>•b. Endowed with reason, intellect, and free will (CCC, nos. 1703-1706).</li> </ul>	
	USCCB.6.I.B: What Is Life in Christ? - Our response to God's plan.	

USCCB.6.I.B.1	Response of love (CCC, no. 1828).	
USCCB.6.I.B.2	He calls us to beatitude or joy. <ul style="list-style-type: none"> <li>•a. The Beatitudes (CCC, no. 1716).</li> <li>•b. Effects of the Beatitudes (CCC, nos. 1718-1724).</li> <li>•c. God’s gift of joy (CCC, no. 1720).</li> </ul>	
USCCB.6.I.B.3	What it means to be a follower of Christ. <ul style="list-style-type: none"> <li>•a. Baptism and divine filiation (CCC, no. 1279).</li> <li>•b. Focused on Christ (CCC, no. 1698).</li> <li>•c. Moral life and happiness (CCC, nos. 1988ff.).</li> </ul>	
USCCB.6.II.A: God Has Taught Us How to Live a New Life in Christ - God rules the universe with wisdom and directs its divine fulfillment (CCC, no. 1719).		
USCCB.6.II.A.1	Eternal law (CCC, nos. 1950-1951).	
USCCB.6.II.A.2	Divine Providence (CCC, no. 1975).	
USCCB.6.II.A.3	Natural moral law. <ul style="list-style-type: none"> <li>•a. Reason participating in eternal law (CCC, nos. 1954-1955).</li> <li>•b. Basis for human rights and duties (CCC, no. 1956).</li> <li>•c. Found in all cultures, basis for moral rules and civil law (CCC, nos. 1958-1960).</li> </ul>	
USCCB.6.II.B: God Has Taught Us How to Live a New Life in Christ - Revelation.		
USCCB.6.II.B.1	Teachings revealed by God under the Old Covenant. <ul style="list-style-type: none"> <li>•• Context of the Ten Commandments (CCC, nos. 2052-2074).</li> <li>•• Principle of interpretation (CCC, no. 2083).</li> <li>•a. Ten Commandments.</li> <li>•1) First Commandment: I am the Lord, your God; you shall not have strange gods before me.</li> <li>•a) Theological virtues: faith, hope, and charity (CCC, nos. 2087-2094).</li> <li>•b) Sins to avoid: superstition, idolatry, divination and magic, irreligion, atheism, agnosticism (CCC, nos. 2110-2132).</li> <li>•2) Second Commandment: You shall not take the name of the Lord, your God, in vain.</li> <li>•a) Reverent speech about God (CCC, nos. 2142-2145).</li> <li>•b) Sins to avoid: blasphemy or other abuse of God’s name, perjury, misusing God’s name in oaths or false oaths (CCC, nos. 2146-2155).</li> <li>•3) Third Commandment: Remember to keep holy the Lord’s Day.</li> <li>•a) Meaning of Lord’s Day (CCC, nos. 2168-2176).</li> <li>•b) Serious obligation to attend Mass (CCC, nos. 2180-2185).</li> <li>•c) Day of grace—rest from work (CCC, nos. 2184-2188).</li> </ul>	

- d) Sins against Third Commandment: missing Mass on Sundays and holy days (CCC, nos. 2180-2182), failing to pray (CCC, nos. 2744-2745), failing to keep holy the Lord's Day (CCC, nos. 2184-2188).
- 4) Fourth Commandment: Honor your father and your mother.
  - a) Obedience in the family.
    - (1) Context of Christian family (CCC, nos. 2201-2206).
    - (2) Duties of family members (CCC, nos. 2214-2231).
  - b) Duties of civil authority and duties of citizens (CCC, nos. 2234-2243).
- 5) Fifth Commandment: You shall not kill.
  - a) Respect human life in all its stages and situations (CCC, nos. 2258-2262).
  - b) Legitimate self-defense and the death penalty (CCC, nos. 2263-2267).
  - c) Principles regarding health, science, bodily integrity (CCC, nos. 2292-2301).
  - d) Sins against the Fifth Commandment: murder; suicide; abortion; euthanasia; embryonic stem cell research; abuse of alcohol, drugs, food, or tobacco; abuse of the body (CCC, nos. 364, 2268-2283, 2290-2291).
- 6) Sixth Commandment: You shall not commit adultery.
  - a) Vocation to chastity (CCC, nos. 2337-2350).
  - b) Offenses against chastity (CCC, nos. 2351-2359).
  - c) Christian vision of marriage—theology of the body (CCC, nos. 2360-2379).
  - d) Offenses against the dignity of marriage (CCC, nos. 2380-2391).
  - e) Natural family planning.
- 7) Seventh Commandment: You shall not steal.
  - a) Right to private property and just treatment (CCC, nos. 2401-2407).
  - b) Sins to avoid: theft, keeping something loaned or lost, the destruction of the property of others, business fraud, paying unjust wages, breaking contracts (CCC, nos. 2408-2418).
  - c) Overview of the social doctrine of the Church (CCC, nos. 2419-2449).
  - d) Economic activity and social justice (CCC, nos. 2426-2436).
  - e) Justice and solidarity among nations (CCC, nos. 2437-2442).
- 8) Eighth Commandment: You shall not bear false witness against another.
  - a) Living and witnessing truth (CCC, nos. 2468-2474).
  - b) Sins to avoid: lying, perjury, rash judgment, detraction, calumny, boasting, making fun of others (CCC, nos. 2475-2487).
  - c) Keeping secrets and confidences (CCC, no. 2489).
  - d) The responsibilities of the media and art (CCC, nos. 2493-2503).
- 9) Ninth Commandment: You shall not covet your neighbor's wife.
  - a) Respect the sanctity of marriage vows (CCC, nos. 2364-2365).
  - b) Practice modesty and purity of heart in thought, words, actions, and appearance (CCC, nos.

		<p>2517-2527).</p> <ul style="list-style-type: none"> <li>•c) Sins to avoid: lust and pornography (CCC, nos. 2351, 2354).</li> <li>•10) Tenth Commandment: You shall not covet your neighbor's goods.</li> <li>•a) Practice simplicity of life and trust in God (CCC, nos. 2541-2548).</li> <li>•b) Sins to avoid: envy and greed (CCC, nos. 2535-2540).</li> </ul>	
	USCCB.6.II.B.2	<p>Teaching revealed by God in the New Covenant.</p> <ul style="list-style-type: none"> <li>•a. Two Great Commandments of Jesus (CCC, no. 2083).</li> <li>•1) First Great Commandment relates to the first three Commandments of the Decalogue.</li> <li>•2) Second Great Commandment relates to the rest of the Decalogue.</li> <li>•b. The grace of the Holy Spirit (CCC, nos. 1966, 2003).</li> <li>•c. The Sermon on the Mount (CCC, nos. 1966-1970).</li> <li>•1) Beatitudes: Christ's answer to the question about happiness (CCC, nos. 1716-1723).</li> <li>•a) Blessed are the poor in spirit.</li> <li>•b) Blessed are they who mourn.</li> <li>•c) Blessed are the meek.</li> <li>•d) Blessed are the merciful.</li> <li>•e) Blessed are those who hunger and thirst for righteousness.</li> <li>•f) Blessed are the pure in heart.</li> <li>•g) Blessed are the peacemakers (CCC, nos. 2302-2317).</li> <li>•h) Blessed are those who are persecuted for righteousness' sake.</li> <li>•2) Other teaching.</li> <li>•a) Love your enemies (CCC, no. 2844).</li> <li>•b) Absolute trust in God (CCC, nos. 2828, 2861).</li> <li>•c) Non-violence (defense of innocent) (CCC, nos. 2306, 2263-2265).</li> <li>•d) Charity to others in judgment and action (CCC, nos. 1823-1827, 2478).</li> <li>•e) Avoidance of hypocrisy (CCC, no. 579).</li> </ul>	
	USCCB.6.II.C: God Has Taught Us How to Live a New Life in Christ - The Church: her teaching authority and responsibility.		
	USCCB.6.II.C.1	The Magisterium (CCC, nos. 2030-2040, 888-892).	
	USCCB.6.II.C.2	Role of the law in Christian tradition (CCC, nos. 1950-1974).	
	USCCB.6.II.C.3	The Church as teacher of moral principles (CCC, nos. 2032-2035).	
	USCCB.6.II.C.4	<p>Church law.</p> <ul style="list-style-type: none"> <li>•a. Canon law (CCC, nos. 736-738; see CCC, Glossary).</li> <li>•b. The precepts of the Church (CCC, nos. 2042-2043).</li> <li>•c. Magisterium and natural law (CCC, no. 2036).</li> </ul>	

USCCB.6.II.C.5	Church teaching forms one’s conscience for moral decision making (CCC, nos. 1776-1782, 1795-1797).	
USCCB.6.III.B: Living New Life in Christ Jesus and the Gospel Message Are the Basis for Catholic Moral Teaching - Our vocation—a universal call to holiness as disciples of Jesus Christ.		
USCCB.6.III.B.1	Discipleship (CCC, nos. 520-521, 901-913). <ul style="list-style-type: none"> <li>•a. “Love one another as I have loved you.”</li> <li>•b. Discipleship—lived witness. <ul style="list-style-type: none"> <li>•1) Daily life and work.</li> <li>•2) Married and unmarried.</li> <li>•3) Service to the Church (CCC, no. 898).</li> <li>•4) Missionary activity (CCC, nos. 904-907, 931).</li> <li>•5) Religious movements (e.g., charismatic renewal).</li> </ul> </li> <li>•c. The radical demands of the Gospel for all believers.</li> </ul>	
USCCB.6.III.B.2	New movements which involve the laity (e.g., Focolare; Communion and Liberation).	
USCCB.6.III.B.3	Consecrated life and societies of apostolic life (CCC, nos. 914-933).	
USCCB.6.III.B.4	Third orders and associates; life in the Spirit (CCC, nos. 825, 1694).	
USCCB.6.III.C: Living New Life in Christ Jesus and the Gospel Message Are the Basis for Catholic Moral Teaching - Grace (CCC, nos. 1996-2005).		
USCCB.6.III.C.1	Definition.	
USCCB.6.III.C.2	Types of grace.	
USCCB.6.III.D: Living New Life in Christ Jesus and the Gospel Message Are the Basis for Catholic Moral Teaching - Virtue (CCC, no. 1803).		
USCCB.6.III.D.1	Definition of virtue (CCC, no. 1803).	
USCCB.6.III.D.2	Types of virtue (CCC, nos. 1804-1832). <ul style="list-style-type: none"> <li>•a. Theological virtues (CCC, nos. 1812-1829).</li> <li>•b. Cardinal virtues (CCC, nos. 1804, 1810-1811).</li> </ul>	
USCCB.6.III.E: Living New Life in Christ Jesus and the Gospel Message Are the Basis for Catholic Moral Teaching - Sustaining the moral life of the Christian.		
USCCB.6.III.E.1	Seven gifts of the Holy Spirit (CCC, nos. 1830-1831).	
USCCB.6.III.E.2	The twelve fruits of the Holy Spirit (CCC, no. 1832).	
USCCB.6.III.F: Living New Life in Christ Jesus and the Gospel Message Are the Basis for Catholic Moral Teaching - Conscience.		

USCCB.6.III.F.1	Definition of conscience (CCC, nos. 1777-1782).	
USCCB.6.III.F.2	Types of conscience (CCC, nos. 1785, 1790-1794).	
USCCB.6.III.F.3	Proper formation of conscience (CCC, nos. 1783-1785).	
USCCB.6.III.F.4	Moral responsibility of following an informed conscience (CCC, nos. 1783-1785).	
USCCB.6.III.F.5	Freedom of conscience (CCC, no. 1782).	
USCCB.6.III.G: Living New Life in Christ Jesus and the Gospel Message Are the Basis for Catholic Moral Teaching		
USCCB.6.III.G.1	Baptism and Confirmation (CCC, nos. 1262-1274).	
USCCB.6.III.G.2	Eucharist (CCC, nos. 1391-1405).	
USCCB.6.III.G.3	Penance (CCC, nos. 1468-1484).	
USCCB.6.III.G.4	Sacraments of Holy Orders and Matrimony (CCC, nos. 1533-1535).	
USCCB.6.III.G.5	Prayer (CCC, nos. 2623, 2673-2677, 2700-2719).	
USCCB.6.III.H: Living New Life in Christ Jesus and the Gospel Message Are the Basis for Catholic Moral Teaching - Appropriating and living the moral teaching of Jesus Christ and his Church (CCC, no. 1694).		
USCCB.6.III.H.1	The importance of regular participation in Mass (CCC, nos. 1742, 2011, 2014, 2016).	
USCCB.6.III.H.2	The importance of personal prayer on Jesus Christ's teachings (CCC, nos. 2014-2016).	
USCCB.6.IV.C: The Reality of Sin - The Reality of sin (CCC, nos.1849-1869).		
USCCB.6.IV.C.1	Definition of sins of omission and commission (CCC, no. 1853).	
USCCB.6.IV.C.2	Types of sin: mortal and venial—conditions for mortal sin (CCC, nos. 1855-1860).	
USCCB.6.IV.C.3	Sins of omission (CCC, no. 1853).	
USCCB.6.IV.C.4	Sins of commission (CCC, no. 1853).	
USCCB.6.IV.C.5	Effects of sin (CCC, nos. 1861-1864).	
USCCB.6.IV.C.6	Capital sins (CCC, no. 1866).	
USCCB.6.V.A: Challenges - If God created me free, doesn't that mean that I alone can decide what is right and wrong (CCC, nos. 1776-1794, 1954-1960)?		
USCCB.6.V.A.1	No. The freedom God gave us is the capacity to choose what is right, true, and good and to resist temptation to sin (CCC, nos. 1730-1742); education for freedom (CCC, nos. 2207, 2223, 2228, 2526). The use of freedom to do whatever we want is a misuse of that freedom and actually lessens our freedom (CCC, no. 1742).	

USCCB.6.V.A.2	Freedom is following the natural law God planted in our hearts (CCC, nos. 1954-1960).
USCCB.6.V.A.3	In reality, sinful acts diminish freedom; moral acts increase it (CCC, no. 1733).
USCCB.6.V.B: Challenges - Isn't it wrong to judge other people by telling them something they are doing is wrong?	
USCCB.6.V.B.1	No. We have a responsibility to each other to encourage one another to live a life free of sin. To do that, we must remember that sin is real (CCC, nos. 1849-1869) and be willing to call what is sinful "sin."
USCCB.6.V.B.2	You would warn friends against doing something that could harm them; sin harms them more than physical evil (CCC, no. 1787).
USCCB.6.V.B.3	The Church reminds us that we are to love the sinner, hate the sin (Jn 8:1-11; CCC, nos. 1465, 1846).
USCCB.6.V.B.4	The pressure in society to practice tolerance toward all, no matter what they do, is a distorted understanding of what tolerance means; moral actions must always be measured by truth (CCC, nos. 2477-2478).
USCCB.6.V.B.5	Fraternal correction is an act of charity (CCC, nos. 1793-1794).
USCCB.6.V.B.6	Objective moral judgment prevents chaos; moral relativism is a common problem today (CCC, nos. 2488-2492).
USCCB.6.V.C: Challenges - Isn't it wrong for the Church to impose her views of morality on others (CCC, nos. 1949-1960)?	
USCCB.6.V.C.1	The Church has the responsibility to teach everyone as persuasively as possible about what God has revealed about how people should live, act, and treat each other; fulfilling this responsibility is not the same as the Church's imposing her own views on others. In the development of public policy, the Church promotes the universal moral law and the common good, not her own ecclesiastical disciplines (CCC, nos. 1716-1724).
USCCB.6.V.C.2	Human dignity and the moral code revealed by God are universal, that is, meant for every person (CCC, no. 1700).
USCCB.6.V.C.3	All people have the ability to understand the Church's basic moral teaching because God has written the natural law on the heart of every person (CCC, nos. 1954-1960).
USCCB.6.V.C.4	If every person were to live by a relative moral code dependent on choice, this would lead to chaos and a loss of happiness.
USCCB.6.V.D: Challenges - Why can't we make up our own minds and be in control over everything?	

USCCB.6.V.D.1	The Church does teach that everyone can and should make up their own minds about their actions. The key is that the decision is made on the basis of an informed or educated conscience. The Church teaches us what is right and wrong to help us form our consciences correctly.	
USCCB.6.V.D.2	It is always important to remember that we are finite human beings. This means we cannot know everything and we cannot be in control of everything.	
USCCB.6.V.D.3	We have to remember that God knows, sees, and understands more than any of us can.	
USCCB.6.V.D.4	The tragic conflicts that still exist in the world point to the imperfection of human beings (CCC, no. 2317).	
USCCB.6.V.D.5	Our sinfulness can only be overcome by Christ's salvation (CCC, nos. 619-623).	
USCCB.6.V.E: Challenges - There's an old saying about charity beginning at home. Doesn't this mean that I don't have to worry about helping anyone else until I have enough to take care of me and my family?		
USCCB.6.V.E.1	No; concern for others is always a responsibility and characteristic of a disciple of Jesus Christ.	
USCCB.6.V.E.2	In the Parable of the Widow's Mite (Mk 12:38-44; Lk 20:45–21:4), Jesus teaches us that real charity is measured not by how much one gives but by the degree of generosity with which something is given or done for another.	
USCCB.EA: Electives - Option A: Sacred Scripture		
USCCB.EA.I.A: Divine Revelation: God Speaks to Us - God's self-Revelation in words, deeds, covenants (CCC, nos.50-53).		
USCCB.EA.I.A.1	Stages of Revelation (the history or divine plan of salvation) (CCC, nos. 54-55). <ul style="list-style-type: none"> <li>•a. From Adam and Eve to covenant with Noah (CCC, nos. 56-58).</li> <li>•b. Succeeding covenants: Abraham, Moses, and Sinai (CCC, nos. 59-61).</li> <li>•c. Definitive stage of Revelation: in Word made flesh, Jesus Christ (CCC, nos. 65-67).</li> </ul>	
USCCB.EA.I.B: Divine Revelation: God Speaks to Us - Transmission of Divine Revelation (CCC, no. 74).		
USCCB.EA.I.B.1	Message of Christ transmitted by Apostolic Tradition (CCC, nos. 75-79). <ul style="list-style-type: none"> <li>•a. Passed on by Apostles to bishops and their successors (CCC, nos. 75-79).</li> <li>•b. A living Tradition and a written one in Scripture (CCC, nos. 81-83).</li> <li>•c. Scripture, Tradition, Magisterium work together (Compendium, no. 17; CCC, nos. 84-85).</li> </ul>	
USCCB.EA.I.C: Divine Revelation: God Speaks to Us -Sacred Scripture (CCC, nos. 101-133).		
USCCB.EA.I.C.1	God is author—guarantees its truth about salvation (CCC, nos. 101-108).	
USCCB.EA.I.C.2	Word of God in words of man—literary forms—schools of biblical criticism or analysis.	
USCCB.EA.I.C.3	Principles of interpretation (CCC, nos. 112-114).	

USCCB.EA.I.C.4	Canon of Scripture—forty-six books of Old Testament, twenty-seven of New (CCC, nos. 120-130).	
USCCB.EA.I.C.5	Senses of Scripture: literal; spiritual: allegorical, moral, anagogical (CCC, nos. 115-119).	
USCCB.EA.I.C.6	Role of Scripture in the life of the Church (CCC, nos. 131-133).	
USCCB.EA.I.C.7	How to use the Bible.	
USCCB.EA.II.A: The Pentateuch or Torah—First Five Books of Scripture - Genesis, Exodus, Leviticus, Numbers, Deuteronomy.		
USCCB.EA.II.A.1	A major theory of the formation of these books is that they rely on several sources—primarily four: Yahwist, Elohist, Priestly, Deuteronomistic (J, E, P, D).	
USCCB.EA.II.A.2	Any and all parts of Scripture must be read and interpreted in relation to the whole.	
USCCB.EA.II.B: The Pentateuch or Torah—First Five Books of Scripture - Book of Genesis.		
USCCB.EA.II.B.1	Primeval history: 1–11—creation, Adam and Eve, the fall, promise of redemption, and effects of sin told in figurative language (CCC, nos. 337, 362, 375; Compendium, nos. 51-78).	
USCCB.EA.II.B.2	Faith teachings in primeval history (NAB, Introduction).	
USCCB.EA.II.B.3	Call of Abraham, our father in faith (Gn 11:27–25:18).	
USCCB.EA.II.B.4	Patriarchs Isaac, Jacob, Joseph in Egypt (Gn 27:19–50:26).	
USCCB.EA.II.C: The Pentateuch or Torah—First Five Books of Scripture - Book of Exodus.		
USCCB.EA.II.C.1	Prominence of the call and life of Moses.	
USCCB.EA.II.C.2	Divine liberation from slavery to freedom.	
USCCB.EA.II.C.3	Passover.	
USCCB.EA.II.C.4	Sinai Covenant.	
USCCB.EA.II.D: The Pentateuch or Torah—First Five Books of Scripture - Leviticus, Numbers, Deuteronomy.		
USCCB.EA.II.D.1	Expansion of Israel’s history.	
USCCB.EA.II.D.2	Further development of Israel’s laws.	
USCCB.EA.II.D.3	Israel’s liturgical practices.	
USCCB.EA.IV.A: Historical Books - 1 and 2 Samuel.		
USCCB.EA.IV.A.1	Samuel anoints first King of Israel—Saul’s problems.	
USCCB.EA.IV.A.2	Saul and David (1 Sm 16–31)—the David stories.	

USCCB.EA.IV.A.3	David as King (2 Sm 1–18)—God’s covenant with House of David.	
USCCB.EA.IV.B: Historical Books - 1 and 2 Kings		
USCCB.EA.IV.B.1	David and Solomon ruled a united Israel and Judah.	
USCCB.EA.IV.B.2	Solomon (1 Kgs 1–11)—his wisdom; builder of temple	
USCCB.EA.IV.B.3	Death of Solomon—kingdom divided by civil war.	
USCCC.EA.IV.B.4	Elijah: powerful prophet opposed to idolatry. •1) Elisha receives the mantle of prophecy from Elijah.	
USCCB.EA.IV.B.5	Reforming Kings: Hezekiah and Josiah.	
USCCB.EA.IV.B.6	Assyria overtakes Israel/Samaria in 722 BC (2 Kgs 17).	
USCCB.EA.IV.B.7	Babylon takes people into exile in 586 BC (2 Kgs 24–25).	
USCCB.EA.IV.B.8	Ezra-Nehemiah: return of exiles to Judah (539 BC).	
USCCB.EA.IV.B.9	Other history books: Chronicles 1–2, Tobit, Judith, Esther, Maccabees 1–2.	
USCCB.EA.VI.A: The Prophets - The purpose of prophets.		
USCCB.EA.VI.A.1	Interpreted signs of the times in light of covenant.	
USCCB.EA.VI.A.2	Afflicted the comfortable and comforted the afflicted.	
USCCB.EA.VI.A.3	Their prophecies were medicinal, meant to convert listeners to God.	
USCCB.EA.VI.B: The Prophets - Isaiah (eighth century BC).		
USCCB.EA.VI.B.1	Preached the holiness of God.	
USCCB.EA.VI.B.2	The qualities of the Messiah and the new Jerusalem.	
USCCB.EA.VI.B.3	The saving role of suffering servant.	
USCCB.EA.VI.C: The Prophets - Jeremiah (640-587 BC).		
USCCB.EA.VI.C.1	Born of a priestly family, chosen while in womb.	
USCCB.EA.VI.C.2	Preached downfall of Israel due to infidelity.	
USCCB.EA.VI.C.3	His introspective temperament made him want to escape his tough calling.	
USCCB.EA.VI.D: The Prophets - Ezekiel (sixth century BC).		
USCCB.EA.VI.D.1	Born of priestly family, deported to Babylon in 598 BC—rest of life in exile.	
USCCB.EA.VI.D.2	Served as prophet to encourage the exiles.	

USCCB.EA.VI.D.3	Probably started synagogues—places for teaching and prayer.	
USCCB.EA.VI.E: The Prophets - Daniel.		
USCCB.EA.VI.E.1	Young Jewish hero from days of Babylonian exile.	
USCCB.EA.VI.E.2	Not strictly a prophet, rather part of apocalyptic strain of Bible.	
USCCB.EA.VI.E.3	His apocalypses influenced the writer of book of Revelation.	
USCCB.EA.VIII.A: The Gospels - The word “Gospel” means Good News of salvation from sin and the gift of divine life.		
USCCB.EA.VIII.A.1	God’s promise in the Old Testament is fulfilled in the Incarnation, life, teachings, Paschal Mystery of Jesus Christ.	
USCCB.EA.VIII.A.2	Stages in formation of Gospels (CCC, no. 125).	
USCCB.EA.VIII.A.3	Matthew, Mark, Luke called “Synoptic Gospels” due to similar content.	
USCCB.EA.VIII.A.4	John differs in content and approach.	
USCCB.EA.VIII.A.5	Placing the Gospels first gives the impression they were the first New Testament (NT) books to be written; but Paul’s letters were written first.	
USCCB.EA.VIII.A.6	Non-canonical Gospels: what they are, and why they are not part of the NT.	
USCCB.EA.VIII.B: The Gospels - Matthew.		
USCCB.EA.VIII.B.1	Approximate date of composition and community/audience for which it was written.	
USCCB.EA.VIII.B.2	First two chapters contain infancy narrative—emphasis on Joseph, on the Magi, and on genealogy back to Abraham.	
USCCB.EA.VIII.B.3	Central message: Kingdom of Heaven, need for repentance to welcome the Kingdom, commission of Peter as an ecclesial emphasis.	
USCCB.EA.VIII.B.4	Message structured in five sections introduced by Christ’s discourses (to parallel the five books of the Torah).	
USCCB.EA.VIII.B.5	Passion and Resurrection narratives—majestic salvation accounts.	
USCCB.EA.VIII.B.6	Great commission—the call to evangelization.	
USCCB.EA.VIII.C: The Gospels - Mark.		
USCCB.EA.VIII.C.1	Approximate date of composition and community/audience for which it was written.	
USCCB.EA.VIII.C.2	Shortest Gospel.	
USCCB.EA.VIII.C.3	Becoming a disciple of Christ is his major theme.	

USCCB.EA.VIII.C.4	Passion account is prominent.	
USCCB.EA.VIII.C.5	Reveals Christ’s divinity through reactions of people to Christ’s miracles and teachings with amazement, wonder, awe, astonishment, but above all at the Cross; all titles of Christ acquire best meaning in his saving Death.	
USCCB.EA.VIII.D: The Gospels - Luke.		
USCCB.EA.VIII.D.1	Approximate date of composition and community/audience for which it was written.	
USCCB.EA.VIII.D.2	Opens with an infancy narrative that focuses on Mary’s role and the adoration of the shepherds (and genealogy back to Adam).	
USCCB.EA.VIII.D.3	Themes: Gospel of pardons and mercy; for the poor; of prayer and Holy Spirit; of concern for women.	
USCCB.EA.VIII.D.4	Passion account—God’s will is accomplished. Resurrection narratives include Emmaus journey, breaking of bread.	
USCCB.EA.VIII.E: The Gospels - John.		
USCCB.EA.VIII.E.1	Approximate date of composition and community/audience for which it was written.	
USCCB.EA.VIII.E.2	John begins with the Word of God made flesh who dwells among us.	
USCCB.EA.VIII.E.3	Book of seven signs and explanatory discourses (chapters 2–11).	
USCCB.EA.VIII.E.4	Book of glory (Jn 18–21): Jesus is “lifted up” on the Cross and “lifted up” from the tomb to everlasting glory.	
USCCB.EA.VIII.E.5	I AM statements: Jesus appropriates God’s title at burning bush.	
USCCB.EA.VIII.E.6	Priestly prayer of Jesus (chapters 12–17).	
USCCB.EA.VIII.E.7	Caution against misusing John’s texts for anti-Semitism (Nostra Aetate, no. 4).	
USCCB.EA.IX.A: Acts of the Apostles - Revelation of Holy Spirit, who manifests, teaches, and guides Church.		
USCCB.EA.IX.A.1	Catechesis on Holy Spirit (Compendium, nos. 136-146).	
USCCB.EA.IX.A.2	Nine days of prayer for coming of Spirit—Mary in center of disciples.	
USCCB.EA.X.A: The Letters - The Letter to the Romans.		
USCCB.EA.X.A.1	Longest and most systematic example of Paul’s thinking on the Gospel of God’s righteousness that saves all who believe (NAB, Introduction).	
USCCB.EA.X.A.2	Powerful teaching about the lordship of Christ and the need for faith in him in order to be saved.	
USCCB.EA.X.A.3	Paul pleads with all Christians to hold fast to faith.	

USCCB.EA.X.A.4	Justification (Rom 6–8).	
USCCB.EA.X.A.5	Catechesis on justification and faith (Compendium, nos. 422-428).	
USCCB.EA.X.A.6	Need for preaching Gospel so people hear call to faith (Rom 14:1-21).	
USCCB.EA.X.B: The Letters - The First Letter to the Corinthians.		
USCCB.EA.X.B.1	Filled with information about the Church of first generation.	
USCCB.EA.X.B.2	Paul addresses a number of pastoral issues. <ul style="list-style-type: none"> <li>•a. Questions of apostolic authority.</li> <li>•b. Abuses at house liturgies.</li> <li>•c. How to deal with gift of tongues.</li> <li>•d. Eating meat sacrificed to idols.</li> <li>•e. Marriage after death of spouse.</li> <li>•f. Factions in the community.</li> </ul>	
USCCB.EA.X.B.3	Paul develops teachings about <ul style="list-style-type: none"> <li>•a. The Eucharist—consistent with Tradition: “I received from the Lord what I also handed on to you . . .” (1 Cor 11:23).</li> <li>•b. Gifts of the Holy Spirit—the greatest being love (agape).</li> <li>•c. The mystery of the Resurrection of Christ and of the dead.</li> </ul>	
USCCB.EA.XI.C: Book of Revelation - Use of apocalyptic language - borrowed from Ezekiel and Daniel.		
USCCB.EA.XI.C.1	In 404 verses there are 278 allusions to Old Testament—no direct quotes.	
USCCB.EA.XI.C.2	This book is not intended to be an exact prediction of future historical events.	
USCCB.EA.XI.C.3	Apocalyptic language was part of the literary genre of this time and culture.	
USCCB.EA.XII.A: Challenges - Why do Catholics believe in things that are not found in the Bible?		
USCCB.EA.XII.A.1	The Church and her members understand that God’s Revelation has come down to us in ways that are not limited to the Bible. Besides the Bible, matters of faith revealed to us by God have also been passed down through Tradition. Oral tradition preceded and accompanied the writing of the New Testament.	
USCCB.EA.XII.A.2	For example, many of our beliefs about Mary are not explicitly taught in the Bible but are implicitly present; they have been passed down beginning at the time of the Apostles and have been consistently reflected in the prayer and belief of the Church.	
USCCB.EA.XII.B: Challenges - Why isn't Scripture enough for Catholics?		

USCCB.EA.XII.B.1	The Catholic Church and her members know that Scripture is important, but it is not the only way God’s Revelation has been passed down to us. The Church existed more than a generation before the New Testament writings began to appear.	
USCCB.EA.XII.B.2	The doctrine of “sola scriptura” or “Scripture alone,” which is espoused by a number of Protestant churches, is not found in Scripture or the teaching of the Lord Jesus.	
USCCB.EA.XII.B.3	St. John (Jn 21:25) writes that Scripture does not contain everything about Christ. The First Letter to Timothy (1 Tm 3:15) says that the Church is the pillar and foundation of truth.	
USCCB.EA.XII.C: Challenges - Why does the Catholic Bible have more books?		
USCCB.EA.XII.C.1	The Septuagint, a Greek translation of the Old Testament, was in use among Christians before the rabbinical council at Jamnia opted to use the Hebrew translation only (AD 96).	
USCCB.EA.XII.C.2	The Septuagint contains seven additional books and additional passages in the book of Daniel and the book of Esther not in the Hebrew translation.	
USCCB.EA.XII.C.3	The early Christians did not change the version they used because they no longer accepted the authority of the Jewish rabbis.	
USCCB.EB: Electives - Option B: History of the Catholic Church		
USCCB.EB.I.A: Christ Established His Church to Continue His Saving Presence and Work		
USCCB.EB.I.A.1	Church planned by the Father (LG, no. 2; CCC, no. 759).	
USCCB.EB.I.A.2	Church instituted by Christ who (CCC, nos. 748, 763-766) <ul style="list-style-type: none"> <li>•a. Inaugurated the Church by preaching Good News.</li> <li>•b. Endowed his community with a structure.</li> <li>•c. Gave the Church totally of himself for our salvation.</li> </ul>	
USCCB.EB.I.A.3	Church is revealed by Holy Spirit: fifty-day preparation for Pentecost (CCC, nos. 767-768). <ul style="list-style-type: none"> <li>•a. The events of the first Pentecost.</li> <li>•b. The Holy Spirit’s charisms in Church’s life (1 Cor 12–14).</li> </ul>	
USCCB.EB.I.B: Christ Established His Church to Continue His Saving Presence and Work - Holy Spirit inspires the Apostles’ mission—great commission (Mt 28:16-20; CCC, nos. 857-860).		
USCCB.EB.I.B.1	The missionary journeys of St. Paul.	
USCCB.EB.I.B.2	The role of Peter and the Apostles in the early Church.	
USCCB.EB.I.B.3	Apostolic Succession preserves the mission, office, and teaching of the Apostles as entrusted to them by Christ (CCC, nos. 857-862).	
USCCB.EB.II.1.A: History of Church in Post-Apostolic Times - An Age of Growth amid Persecution - Unique phenomenon in Roman Empire.		

USCCB.EB.II.1.A.1	Empire was tolerant in principle but changed regarding Christians who denied Roman gods and refused to worship them.	
USCCB.EB.II.1.A.2	“Blood of martyrs is the seed of the Church” (Tertullian [catacombs]).	
USCCB.EB.II.1.A.3	Teachings of St. Ignatius of Antioch, St. Justin Martyr, and St. Irenaeus sustained the faith of the persecuted Church.	
USCCB.EB.II.1.B: History of Church in Post-Apostolic Times - An Age of Growth amid Persecution - House liturgies - Eucharist is heart of early Christian worship.		
USCCB.EB.II.1.B.1	Transition from Last Supper to Breaking of Bread.	
USCCB.EB.II.1.B.2	Development of Liturgy of the Word and of Eucharistic Prayer.	
USCCB.EB.II.1.B.3	Descriptions in the Didache; St. Justin Martyr (Liturgy of the Hours, Vol. II, p. 694).	
USCCB.EB.II.2.A: History of Church in Post-Apostolic Times - The Age of the Fathers of the Church - Constantine and Edict of Milan.		
USCCB.EB.II.2.A.1	Freedom of worship.	
USCCB.EB.II.2.A.2	From house liturgies to worship in public. •a. Building of churches for Mass and celebrations of sacraments. •b. Sense of transcendence of God in stately settings.	
USCCB.EB.II.2.B: History of Church in Post-Apostolic Times - The Age of the Fathers of the Church - Fathers inculturated Scripture for Greek and Roman peoples (CCC, nos. 76, 688).		
USCCB.EB.II.2.B.1	Influenced by Plato’s philosophy through Plotinus.	
USCCB.EB.II.2.B.2	With sermons and commentaries on Scripture and sacraments. •a. Preaching was a powerful means for catechesis and evangelization.	
USCCB.EB.II.2.C: History of Church in Post-Apostolic Times - The Age of the Fathers of the Church - The development of the Eastern Patriarchates.		
USCCB.EB.II.2.C.1	These were located in Jerusalem, Antioch, Constantinople, and Alexandria.	
USCCB.EB.II.2.C.2	The See of Peter in Rome in relation to the Patriarchates.	
USCCB.EB.II.2.D: History of Church in Post-Apostolic Times - The Age of the Fathers of the Church - Church councils and doctrinal development (CCC, nos. 9, 192, 250, 884, 887, 891).		
USCCB.EB.II.2.D.1	Church response to heresies (Arianism and Nestorianism): Nicea, AD 325; First Constantinople, 381; Ephesus, 431; Chalcedon, 451; and three later councils. •a. Creeds and catechesis for Christian instruction.	
USCCB.EB.II.2.D.2	Dealt with doctrines of Incarnation and the Trinity.	

USCCB.EB.II.2.D.3	Some Eastern Churches began separating over doctrinal disputes; the first separation occurred in 431, the second in 451, and the third in 1054.	
USCCB.EB.II.3.A: History of Church in Post-Apostolic Times - The Roman Church of the West - Collapse of Roman Empire of the West around 476.		
USCCB.EB.II.3.A.1	Barbarian invasions; weakened government.	
USCCB.EB.II.3.A.2	Political influence of popes and bishops increased. <ul style="list-style-type: none"> <li>•a. Church was the remaining trusted authority.</li> <li>•b. Helped maintain law and order amid the encroaching invaders.</li> <li>•c. Assisted with protection of civilians and feeding the poor.</li> </ul>	
USCCB.EB.II.3.B: History of Church in Post-Apostolic Times - The Roman Church of the West - The monks as evangelizers.		
USCCB.EB.II.3.B.1	St. Benedict and the Benedictines.	
USCCB.EB.II.3.B.2	St. Columban and the Celtic monks. <ul style="list-style-type: none"> <li>•a. Brought Christ and Church to northern Europe.</li> <li>•b. Developed agriculture, wool production, vineyards.</li> <li>•c. Stabilized the nomadic tribes and gave birth to towns.</li> <li>•d. Monastic schools promoted education, culture, and classics.</li> </ul>	
USCCB.EB.II.4.A: History of Church in Post-Apostolic Times - The Church of the Middle Ages - Politics and religion.		
USCCB.EB.II.4.A.1	Charlemagne's Frankish Empire.	
USCCB.EB.II.4.A.2	Clashes between Church and monarchies on selection of bishops.	
USCCB.EB.II.4.A.3	Gregory VII - Hildebrand and Gregorian reform.	
USCCB.EB.II.4.B: History of Church in Post-Apostolic Times - The Church of the Middle Ages - New religious orders, new universities.		
USCCB.EB.II.4.B.1	Bernard and the Cistercians	
USCCB.EB.II.4.B.2	Rise of the mendicant orders.	
USCCB.EB.II.4.B.3	Universities: Oxford, Cambridge, Paris, Padua, Krakow, etc.	
USCCB.EB.II.4.B.4	Summa of St. Thomas Aquinas.	
USCCB.EB.II.4.B.5	The Imitation of Christ, by Thomas à Kempis.	
USCCB.EB.II.4.B.6	Gothic cathedrals.	

USCCB.EB.II.4.B.7	Heresy about Eucharist—response at Council of Lateran IV.	
USCCB.EB.II.4.B.8	Rise of Eucharistic adoration and Feast of Corpus Christi.	
USCCB.EB.II.4.B.9	Saints: Clare, Francis, Gertrude, Margaret of Scotland, Dominic, Catherine of Siena, Albert the Great, Joan of Arc.	
USCCB.EB.II.4.B.10	Black Death cast somber pall over Christian piety.	
USCCB.EB.II.4.B.11	Great Schism and the Avignon Papacy.	
USCCB.EB.II.5.A: History of Church in Post-Apostolic Times - The Crusades - Situating the Crusades.		
USCCB.EB.II.5.A.1	Islam’s birth and its first encounters with Christianity	
USCCB.EB.II.5.A.2	Shrines in the Holy Land fall under Islam’s control.	
USCCB.EB.II.5.A.3	Christian military response.	
USCCB.EB.II.5.A.4	Success and failure of Crusades (attacks on Jews).	
USCCB.EB.II.5.B: History of Church in Post-Apostolic Times - The Crusades - Some results of the Crusades		
USCCB.EB.II.5.B.1	Cultural and economic resurgence of Europe.	
USCCB.EB.II.5.B.2	Tensions between East and West.	
USCCB.EB.II.6.A: History of Church in Post-Apostolic Times - The Renaissance: Return to Sources - Scholars.		
USCCB.EB.II.6.A.1	Erasmus and Thomas More.	
USCCB.EB.II.6.A.2	Revival of study of classical culture and languages.	
USCCB.EB.II.6.A.3	Christian humanism—new translation of Bible.	
USCCB.EB.II.6.B: History of Church in Post-Apostolic Times - Art and architecture and music.		
USCCB.EB.II.6.B.1	Florence and the Medicis, patrons of arts and schools.	
USCCB.EB.II.6.B.2	Fra Angelico, Giotto, Raphael, Michelangelo, Bramante, Bernini.	
USCCB.EB.II.6.B.3	The new St. Peter’s Basilica, Sistine Chapel, Duomo in Florence.	
USCCB.EB.II.6.B.4	St. Philip Neri, Apostle of Rome, promoted the music of Palestrina and historical scholarship of Baronius.	
USCCB.EB.II.7.A: History of Church in Post-Apostolic Times - The Call for Reform - Luther's complaints and proposals; innovations.		
USCCB.EB.II.7.A.1	Sale of indulgences, clerical corruption, ignorance of the faith.	

USCCB.EB.II.7.A.2	Sola Fides, Sola Gratia, Sola Scriptura.	
USCCB.EB.II.7.A.3	Use of printing press, catechism, vernacular Bible and liturgy, married clergy, Eucharist under two species, lay priesthood.	
USCCB.EB.II.7.B: History of Church in Post-Apostolic Times - The Call for Reform - The break from Rome: Protestantism.		
USCCB.EB.II.7.B.1	Martin Luther (Germany).	
USCCB.EB.II.7.B.2	John Calvin, Huldrych Zwingli (Switzerland).	
USCCB.EB.II.7.B.3	Henry VIII (England).	
USCCB.EB.II.7.B.4	John Knox (Scotland).	
USCCB.EB.II.7.C: History of Church in Post-Apostolic Times - The Call for Reform - Nationalism.		
USCCB.EB.II.7.C.1	Thirty Years' War between Catholics and Protestants.	
USCCB.EB.II.7.C.2	Cuius Regio—Eius Religio—rise of state churches.	
USCCB.EB.II.7.D: History of Church in Post-Apostolic Times - The Call for Reform - Church responds at the Council of Trent.		
USCCB.EB.II.7.D.1	<p>Renewal of bishops, priests, religious.</p> <ul style="list-style-type: none"> <li>•a. Role of grace and good works.</li> <li>•b. Sacrificial character of the Mass (CCC, nos. 1362-1372).</li> <li>•c. Real Presence of Christ in Eucharist—Transubstantiation (CCC, no. 1376).</li> <li>•d. Seminaries and proper formation of priests.</li> <li>•e. A universal catechism.</li> </ul>	
USCCB.EB.II.7.E: History of Church in Post-Apostolic Times - The Call for Reform - Counter-reform.		
USCCB.EB.II.7.E.1	Mass of St. Pius V, Roman catechism, Jesuit education.	
USCCB.EB.II.7.E.2	Baroque architecture and concert-style Masses—symbolized the newfound confidence of the Church.	
USCCB.EB.II.7.E.3	Saints: Ignatius, Robert Bellarmine, Peter Canisius, Teresa of Avila, John of the Cross, Charles Borromeo, Francis de Sales, Jane de Chantal, Vincent de Paul, Louise de Marillac.	
USCCB.EB.II.8.A: History of Church in Post-Apostolic Times - The Age of Exploration: Church's Missionaries Confront New Cultures - The Americas.		
USCCB.EB.II.8.A.1	St. Peter Claver's ministry to African slaves.	
USCCB.EB.II.8.A.2	Conversion of Mexico: Our Lady of Guadalupe-St. Juan Diego.	

USCCB.EB.II.8.A.3	St. Rose of Lima and St. Martin de Porres.	
USCCB.EB.II.8.A.4	North American martyrs-Church in American colonies.	
USCCB.EB.II.9.C: History of Church in Post-Apostolic Times - The Age of Enlightenment - Post-revolutionary France saw religious revival in nineteenth century.		
USCCB.EB.II.9.C.1	New religious congregations founded for teaching.	
USCCB.EB.II.9.C.2	St. Bernadette's vision of Mary at Lourdes-pilgrimage site.	
USCCB.EB.II.9.C.3	Saints: Therese of Lisieux, Margaret Mary Alacoque, Johnm Vianney, Catherine Laboure.	
USCCB.EB.II.10.A: History of Church in Post-Apostolic Times - Vatican I - Pope Pius IX reigned thirty-two years, 1846-1878.		
USCCB.EB.II.10.A.1	Strengthened spiritual authority of Pope after loss of Papal States.	
USCCB.EB.II.10.A.2	Man of deep faith and virtues, beatified in 2000.	
USCCB.EB.II.10.A.3	His Syllabus of Errors.	
USCCB.EB.II.10.A.4	Immaculate Conception dogma, 1854 (CCC, nos. 490-493).	
USCCB.EB.II.10.B: History of Church in Post-Apostolic Times - Vatican I - The First Vatican Council.		
USCCB.EB.II.10.B.1	Opened December 8, 1869—306 years after Council of Trent.	
USCCB.EB.II.10.B.2	First discussion: Dogmatic Constitution on Faith. •a. Council fathers approved document Dei Filius. •b. Reason can know God—but Revelation is necessary	
USCCB.EB.II.10.B.3	July 1870: infallibility of Pope defined (CCC, nos. 889-891, 2035, 2051).	
USCCB.EB.II.10.B.4	August 1870: Papal States occupied; pope suspended Council.	
USCCB.EB.II.11.B: History of Church in Post-Apostolic Times - Industrial Revolution—Need for Social Justice for Workers (1878-1903) - Social injustices.		
USCCB.EB.II.11.B.1	No living wage, no pensions or sick leave; child labor, sweat shops.	
USCCB.EB.II.11.B.2	Denial of right to form labor unions or mount strikes.	
USCCB.EB.II.11.B.3	Management’s ignoring human dignity of workers, etc.	
USCCB.EB.II.11.C: History of Church in Post-Apostolic Times - Industrial Revolution—Need for Social Justice for Workers (1878-1903) - Pope Leo XIII (1878-1903)—Rerum Novarum.		
USCCB.EB.II.11.C.1	Universal destination of goods of earth for all people.	

USCCB.EB.II.11.C.2	Subsidiarity, justice for workers, reform of capitalism (CCC, nos. 1883, 1885, 1894, 2209).	
USCCB.EB.II.11.C.3	Common good, private property, living wage, unions (CCC, nos. 1807, 2401, 2403, 2246, 2435).	
USCCB.EB.II.13.A:	History of Church in Post-Apostolic Times - Pope St.Pius X (1903-1914) - Motto “To Restore All Things in Christ.”	
USCCB.EB.II.13.A.1	Lowered age of First Communion to age of reason.	
USCCB.EB.II.13.A.2	Popularized Gregorian chant—helped liturgical movement.	
USCCB.EB.II.14.B:	History of Church in Post-Apostolic Times - The Church and the World Wars - Pope Pius XI.	
USCCB.EB.II.14.B.1	Signed Lateran Treaty with Mussolini; broke with Mussolini in 1931.	
USCCB.EB.II.14.B.2	His break with Hitler—encyclical Mit Brennender Sorge	
USCCB.EB.II.14.C:	History of Church in Post-Apostolic Times - The Church and the World Wars - Pope Pius XII.	
USCCB.EB.II.14.C.1	Opposed Nazis; Christmas messages for peace.	
USCCB.EB.II.14.C.2	Pius and the Jews—his efforts to protect them.	
USCCB.EB.II.14.C.3	Spiritual signs of light in darkness of war and its aftermath—1954 proclaimed dogma of the Assumption—encyclicals.	
USCCB.EB.II.15.C:	History of Church in Post-Apostolic Times - Vatican Council II: A Pastoral Approach to the World - Pope Paul VI (1963).	
USCCB.EB.II.15.C.1	Guided remaining sessions of Council.	
USCCB.EB.II.15.C.2	Implemented Council teachings.	
USCCB.EB.II.15.C.3	Controversy over Humanae Vitae.	
USCCB.EB.II.15.C.4	Met with Athenagoras in Istanbul.	
USCCB.EB.II.15.C.5	Visits to New York, Bombay, Manila, etc.	
USCCB.EB.II.15.C.6	Promoted synods of bishops.	
USCCB.EB.II.15.C.7	Succeeded by Pope John Paul I, who reigned thirty-three days.	
USCCB.EB.II.15.D:	History of Church in Post-Apostolic Times - Vatican Council II: A Pastoral Approach to the World - Some developments after the Council.	
USCCB.EB.II.15.D.1	Changes in liturgy, growth of Scripture study, new look in church architecture, growth of lay involvement—parish councils, etc.	

USCCB.EB.II.15.D.2	Liturgical movement, work by Catholic Action, and work by Scripture scholars preceded Council and enabled its implementation.	
USCCB.EB.II.15.D.3	Developments in catechesis; understanding the need for both content and formation.	
USCCB.EB.II.15.D.4	Call to evangelization—Evangelii Nuntiandi.	
USCCB.EB.II.15.D.5	Renewal of the Eastern Churches.	
USCCB.EB.II.16.C:	History of Church in Post-Apostolic Times - Pope John Paul II: The Church Looks to the Twenty-First Century - Teacher: numerous encyclicals, post-synodal documents, writings.	
USCCB.EB.II.16.C.1	Fides et Ratio, Evangelium Vitae, Veritatis Splendor.	
USCCB.EB.II.16.C.2	Wednesday talks on Genesis—theology of the body.	
USCCB.EB.II.18.A:	History of Church in Post-Apostolic Times -The Church in the United States - Colonial America.	
USCCB.EB.II.18.A.1	French-speaking Catholics—Jesuit explorers, missions, martyrs.	
USCCB.EB.II.18.A.2	Spanish-speaking Catholics—Junipero Serra, etc.	
USCCB.EB.II.18.A.3	English colonial Catholics—Archbishop John Carroll.	
USCCB.EB.II.18.B:	History of Church in Post-Apostolic Times -The Church in the United States - Immigrations - ethnic Catholics.	
USCCB.EB.II.18.B.1	Second-class citizens; Church supports working class.	
USCCB.EB.II.18.B.2	Catholic school and hospital systems-religious orders.	
USCCB.EB.II.18.B.3	Parish as center of social life; patriotism gains acceptance.	
USCCB.EB.II.18.C:	History of Church in Post-Apostolic Times -The Church in the United States - Church's role in development of social justice in the United States.	
USCCB.EB.II.18.C.1	Cardinal Gibbons and implementation of the Church teaching on workers in the late nineteenth and early twentieth century.	
USCCB.EB.II.18.C.2	Church support of labor unions' fight for rights of workers.	
USCCB.EB.II.18.C.3	The Depression and its effects.	
USCCB.EB.II.18.D:	History of Church in Post-Apostolic Times -The Church in the United States - Eastern Catholics.	
USCCB.EB.II.18.D.1	Establishment of hierarchies.	
USCCB.EB.II.18.D.2	Presence today.	
USCCB.EB.II.18.E:	History of Church in Post-Apostolic Times -The Church in the United States - Catholic education.	

USCCB.EB.II.18.E.1	Rise of parochial schools and education of children and youth.	
USCCB.EB.II.18.E.2	Efforts in higher education; significant percentage of the world's Catholic colleges and universities are found in the United States.	
USCCB.EB.II.18.E.3	High percentage of university-educated followers helped Catholics become members of middle and upper-middle class.	
USCCB.EB.II.18.E.4	Contribution of Catholic schools in modern urban settings.	
USCCB.EB.II.18.F: History of Church in Post-Apostolic Times -The Church in the United States - Late twentieth to start of twenty-first century.		
USCCB.EB.II.18.F.1	<p>Areas for concern.</p> <ul style="list-style-type: none"> <li>•a. Birth control, legalization of abortion.</li> <li>•b. Priest sex abuse crisis; confidence in Church blurred.</li> <li>•c. Church attendance and vocations to priesthood and religious life decline.</li> <li>•d. Rapid secularization of society and breakdown of the family.</li> <li>•e. Religious illiteracy.</li> </ul>	
USCCB.EB.II.18.F.2	<p>Reasons for hope.</p> <ul style="list-style-type: none"> <li>•a. Impact of the papacy of Pope John Paul II—leadership, evangelization.</li> <li>•b. Pro-life movement—adult stem cell research and benefits.</li> <li>•c. Regrowth of seminaries and new religious communities.</li> <li>•d. Influence of the Catechism of the Catholic Church.</li> <li>•e. Multiple forms of lay leadership—less polarization.</li> <li>•f. Rise of youth and young adult activities in the Church: World Youth Days.</li> <li>•g. American saints: Elizabeth Seton, Frances Cabrini, John Neumann, Katharine Drexel, Rose Philippine Duchesne, Theodora Guerin; Blessed Junipero Serra, Blessed Kateri Tekakwitha.</li> </ul>	
USCCB.EB.III.A: Challenges - How can the Church claim to be holy and a protectory of truth when there are things in her history like the Crusades, the Inquisition, the persecution of Jews, and the Galileo case?		
USCCB.EB.III.A.1	The Church is a source and means of holiness for people because God has made it so. The failures of the Church's members during her history are lamentable. The virtuous lives of the saints validate the truth and power of the Church's sacraments and teaching.	
USCCB.EB.III.A.2	Though the members of the Church are prone to sin, the Church herself is sinless and holy	
USCCB.EB.III.A.3	Despite the sins of her members, including the ordained, the Church is entrusted by God with the truth of the Gospel and the graced means of salvation.	
USCCB.EB.III.A.4	Many members of the Church are also holy and possess a heroic sanctity witnessed to by the countless sacrifices many have made, often to the point of martyrdom.	

USCCB.EB.III.A.5	Pope John Paul II, on various occasions, apologized for the sins of the members of the Church in her history, including for harm caused by the excesses of the Inquisition and atrocities committed during the Crusades.
USCCB.EB.III.A.6	The historical context in which these events happened: the people of those days dealt differently with threats and problems than we might do so now. They used means that were commonly used in their society then. We cannot judge them as harshly as some people judge them today.
USCCB.EB.III.B: Challenges - If the Catholic Church truly has the fullness of truth, why have other churches broken away from her?	
USCCB.EB.III.B.1	Generally, other churches broke away from the Catholic church because of some human element such as a disagreement with how beliefs are expressed or explained, or a desire to change forms of worship, or political or personal reasons. While the Church has the fullness of truth, not all her members appropriate and live that fullness of truth.
USCCB.EB.III.B.2	Other breaks from the Catholic Church were the result of impatience on the part of those who saw a need for reform or a problem they wished to address.
USCCB.EB.III.B.3	The Catholic Church is committed to see unity in faith, and she works toward that, but such work for unity cannot compromise the truth of the faith.
USCCB.EC: Electives - Option C: Living as a Disciple of Jesus Christ in Society	
USCCB.EC.I.A: God's Plan for His People - Salvation and truth (CCC, no. 851).	
USCCB.EC.I.A.1	Redemption through the Paschal Mystery.
USCCB.EC.I.A.2	Eternal life with the Triune God in heaven.
USCCB.EC.I.B: God's Plan for His People - Happiness in this life (CCC, no. 1718).	
USCCB.EC.I.B.1	Happiness is a shared communion with God. <ul style="list-style-type: none"> <li>•a. Trinitarian communion is the pattern for social life (CCC, nos. 267, 738, 1693).</li> <li>•b. Witness Christ in words and actions.</li> </ul>
USCCB.EC.I.B.2	The unity of the whole human race (CCC, nos. 842, 1877). <ul style="list-style-type: none"> <li>•a. The social nature of the human person (CCC, nos. 1878-1889, 1929).</li> <li>•b. The need for others.</li> </ul>
USCCB.EC.I.B.3	The household of faith—Church as the following: <ul style="list-style-type: none"> <li>•a. Mystical Body of Christ (CCC, nos. 774-779, 787-796, 805-807, 872, 1123, 1396, 1548, 2003).</li> <li>•b. Family of God (CCC, no. 2790).</li> <li>•c. Community of sanctified believers (CCC, no. 824).</li> </ul>

		<ul style="list-style-type: none"> <li>•d. Teacher: forms the social conscience of society</li> <li>•e. Listener: ecumenism.</li> </ul>	
	USCCB.EC.II.A: Social Teaching of the Church - Church always has stood for charity and justice (CCC, no. 953).		
	USCCB.EC.II.A.1	<p>Social teachings in Scripture.</p> <ul style="list-style-type: none"> <li>•a. Amos and Isaiah.</li> <li>•b. The Sermon on the Mount; Last Judgment (CCC, nos. 2153, 2262, 2336, 2605, 2830).</li> <li>•c. Communal sharing, deacons, collections for churches.</li> </ul>	
	USCCB.EC.II.A.2	Church's history of social concern.	
	USCCB.EC.II.A.3	Corporal and spiritual works of mercy (CCC, no. 2447).	
	USCCB.EC.II.B: Social Teaching of the Church - Different types of justice (CCC, nos. 2411-2412, 1807).		
	USCCB.EC.II.B.1	Distributive justice (CCC, nos. 2236-2411).	
	USCCB.EC.II.B.2	Legal justice.	
	USCCB.EC.II.B.3	Commutative justice.	
	USCCB.EC.II.B.4	Social justice (CCC, nos. 1928-1942).	
	USCCB.EC.II.C: Social Teaching of the Church - Social teaching in the modern era.		
	USCCB.EC.II.C.1	Pope Leo XIII: encyclical Rerum Novarum in 1891.	
	USCCB.EC.II.C.2	Social doctrine encyclicals of Popes Pius XI, John XXIII, Paul VI, and John Paul II.	
	USCCB.EC.II.C.3	Vatican II: Gaudium et Spes.	
	USCCB.EC.II.C.4	Catechism of the Catholic Church.	
	USCCB.EC.II.C.5	Compendium of the Social Doctrine of the Church, Vatican, 2004.	
	USCCB.EC.II.D: Social Teaching of the Church - Principles of Catholic social teaching from the Universal Magisterium.		
	USCCB.EC.II.D.1	The necessity of the moral law: the moral law provides the foundation for all social teaching by accounting for man's duties and consequent rights (CCC, nos. 1959, 2070, 2242).	
	USCCB.EC.II.D.2	God is the source of all civil authority: man does not confer authority upon himself, but authority flows from God to all just governments and laws (CCC, no. 1899).	
	USCCB.EC.II.D.3	<p>The perfection of the person by the common good: man is perfected not only by private goods such as food and shelter but by "common goods" such as peace and truth that come about through his life with others in community (CCC, nos. 1905-1912, 1925-1927).</p> <ul style="list-style-type: none"> <li>•a. Respect for and promotion of the fundamental rights of the person.</li> </ul>	

		<ul style="list-style-type: none"> <li>•b. Prosperity, or the development of the spiritual and temporal goods of society.</li> <li>•c. The peace and security of the group and its members.</li> </ul>	
	USCCB.EC.II.E: Social Teaching of the Church - United States Conference of Catholic Bishops (USCCB).		
	USCCB.EC.II.E.1	After World War I, the bishops of the United States began a program of social reconstruction which included teachings on minimum wage, social security, and worker participation in management.	
	USCCB.EC.II.E.2	<p>Sampling of more recent pastoral letters.</p> <ul style="list-style-type: none"> <li>•a. Brothers and Sisters to Us (1979).</li> <li>•b. The Challenge of Peace: God’s Promise and Our Response (1983); Sowing Weapons of War(1995).</li> <li>•c. Economic Justice for All: A Pastoral Letter on Catholic Social Teaching and the U.S. Economy (1986).</li> <li>•d. Statements on capital punishment: A Good Friday Appeal to End the Death Penalty (1999); A Culture of Life and the Penalty of Death (2005).</li> </ul>	
	USCCB.EC.III.A: Major Themes of Catholic Social Teaching (CCC, nos. 1877-1948, 2196-2257) - The dignity of human life.		
	USCCB.EC.III.A.1	All human life created and redeemed by God is sacred.	
	USCCB.EC.III.A.2	Dignity due to being an image and likeness of God.	
	USCCB.EC.III.A.3	The Incarnation: Jesus’ identification with each of us (e.g., Mt 25:45, Acts 9:4).	
	USCCB.EC.III.B: Major Themes of Catholic Social Teaching (CCC, nos. 1877-1948, 2196-2257) - Call to family, community, and participation.		
	USCCB.EC.III.B.1	What is a family (CCC, nos. 2202-2203)?	
	USCCB.EC.III.B.2	The family: foundation of society; needs support.	
	USCCB.EC.III.B.3	Society should protect dignity and growth of family.	
	USCCB.EC.III.B.4	All people should participate in society—work for common good.	
	USCCB.EC.III.C: Major Themes of Catholic Social Teaching (CCC, nos. 1877-1948, 2196-2257) - Responsibilities and rights.		
	USCCB.EC.III.C.1	All have right to life and to what sustains it.	
	USCCB.EC.III.C.2	Society should foster and protect these rights.	
	USCCB.EC.III.C.3	Responsibilities undergird human rights.	

	USCCB.EC.III.D: Major Themes of Catholic Social Teaching (CCC, nos. 1877-1948, 2196-2257) - Preferential option for the poor.	
USCCB.EC.III.D.1	Moral principle: universal destination of the goods of the earth (CCC, nos. 2402-2406).	
USCCB.EC.III.D.2	Goods of the earth for every human being.	
USCCB.EC.III.D.3	Why all need these goods (CCC, no. 2402).	
USCCB.EC.III.D.4	See Christ in homeless, outcast, unpopular.	
USCCB.EC.III.D.5	Appropriate use of wealth and other resources. •a. Be a voice for the voiceless. •b. Assess social acts and their impacts on poor.	
USCCB.EC.III.D.6	Concern for the spiritually poor.	
	USCCB.EC.III.E: Major Themes of Catholic Social Teaching (CCC, nos. 1877-1948, 2196-2257) - Dignity of work and the rights of workers.	
USCCB.EC.III.E.1	God’s creation plan includes work.	
USCCB.EC.III.E.2	Right to work in just conditions.	
	USCCB.EC.IV.A: Sin and Its Social Dimensions - Concept of social sin.	
USCCB.EC.IV.A.1	Difference between “social sin” and personal sin (CCC, nos. 1868-1869). •a. Personal sin at the root of social sin. •b. Social sin stems from collective personal sins. •1) Personal sin that contributes to social injustice. •2) Personal choices in response to social injustice.	
USCCB.EC.IV.A.2	Foundations for social sin. •a. Attitudes that foster unjust treatment. •b. Social structures which foster unjust treatment of others. •c. Social sin can be passed on to future generations.	
	USCCB.EC.IV.B: Sin and Its Social Dimensions - The social dimension of the Commandments.	
USCCB.EC.IV.B.1	First three Commandments -relationship with God (CCC, nos. 2084-2195). •a. Duty and the right to freely worship God. •b. Societal authorities should ensure freedom of worship.	
USCCB.EC.IV.B.2	The last seven Commandments focus on our relationship with others: the moral teaching of our faith must be brought into people’s interaction with each other (N.B. [1] positive aspects of commandment, [2] failures to live it). •a. Fourth Commandment (CCC, nos. 2197-2257).	

	<ul style="list-style-type: none"> <li>•1) Respect legitimate civil authority, government care for citizens’ rights, citizens’ participation in public life, conscientious objection to unjust laws.</li> <li>•2) Anarchy, civil unrest, corrupt government, ignoring of common good, nonparticipation in democratic society</li> <li>•b. Fifth Commandment (CCC, nos. 2258-2330). <ul style="list-style-type: none"> <li>•1) Fosters a civilization of life and love.</li> <li>•2) Dishonor human life—culture of death. <ul style="list-style-type: none"> <li>•a) Abortion, euthanasia, physician-assisted suicide, cloning, genetic manipulation.</li> <li>•b) Teaching on capital punishment.</li> <li>•c) War (conditions for just war), conscientious objection.</li> <li>•d) Scandal.</li> </ul> </li> </ul> </li> <li>•c. Sixth Commandment (CCC, nos. 2331-2400). <ul style="list-style-type: none"> <li>•1) Promote chaste life and love in society, marriage, family.</li> <li>•2) Adultery, fornication, masturbation, homosexual acts, rape, prostitution, pornography (CCC, nos. 2351-2356).</li> </ul> </li> <li>•d. Seventh Commandment (CCC, nos. 2401-2463). <ul style="list-style-type: none"> <li>•1) Just sharing of goods, qualified right to private property, just treatment of workers, stewardship for environment, just economic policies.</li> <li>•2) Stealing, unjust damage to others’ property, destruction of environment, enslavement of women and children, white-collar crime, violation of public trust, perpetuation of third-world poverty.</li> </ul> </li> <li>•e. Eighth Commandment (CCC, nos. 2464-2513). <ul style="list-style-type: none"> <li>•1) Promote truth in society and media.</li> <li>•2) Lies, detraction, perjury, rash judgment, violation of professional secrets.</li> <li>•3) Seal of confession.</li> </ul> </li> <li>•f. Ninth Commandment (CCC, nos. 2514-2533). <ul style="list-style-type: none"> <li>•1) Create conditions for chaste life and love</li> <li>•2) Media, advertising, and exploitation of lust; “adult” bookstores, Internet pornography.</li> </ul> </li> <li>•g. Tenth Commandment (CCC, nos. 2534-2557). <ul style="list-style-type: none"> <li>•1) Make simplicity of life desirable.</li> <li>•2) Cultural attitudes that idealize wealth, materialism.</li> </ul> </li> </ul>	
	USCCB.EC.IV.C: Sin and Its Social Dimensions - Social dimensions of the Beatitudes (CCC, nos. 1720-1729).	
USCCB.EC.IV.C.1	<p>Blessed are the poor in spirit.</p> <ul style="list-style-type: none"> <li>•a. Choose a lifestyle that benefits those most in need.</li> <li>•b. Otherwise we will tend to materialism, selfishness, exploitation of others.</li> </ul>	

USCCB.EC.IV.C.2	Blessed are they who mourn. •a. Be compassionate to those in pain. •b. Loss of care for the living and defenseless.	
USCCB.EC.IV.C.3	Blessed are the meek. •a. Self-discipline in the face of evil; gentleness, unselfishness. •b. Prone to arrogance and disrespect for	
USCCB.EC.IV.C.4	Blessed are the merciful. •a. Forgive one another. Be quick to ask forgiveness. •b. Holding grudges; growth in bitterness.	
USCCB.EC.IV.C.5	Blessed are those who hunger and thirst for righteousness. •a. Develop a social conscience. •b. Indifference to mistreatment of others.	
USCCB.EC.IV.C.6	Blessed are the pure in heart •a. Work on virtues of modesty and chastity. •b. Lust expressed in many ways.	
USCCB.EC.IV.C.7	Blessed are the peacemakers. •a. In God's will is our peace. Perform works of peace. •b. A divider, troublemaker, warmonger.	
USCCB.EC.IV.C.8	Blessed are those who are persecuted for righteousness' sake. •a. Witness to Jesus and the Church always; defend the innocent, even die for your faith. •b. Cowardice, betrayal, moral compromise.	
USCCB.EC.V.A: Challenges - Why shouldn't we look out for ourselves first? No one else will look out for me.		
USCCB.EC.V.A.1	God looks out for every human being. He brings us into being, watches over us in life, and draws us to want to live with him forever. Evidence of his concern can be found in the care for one's wellbeing often seen in the action of the Church as well as coming from family, friends, and members of communities to which we belong.	
USCCB.EC.V.A.2	Living in a self-centered way is one of the effects of Original Sin. God created us to live and act in a way that is centered on him and on others, not ourselves.	
USCCB.EC.V.A.3	Selflessness, rather than selfishness, is the characteristic of a disciple of Jesus Christ, who is the living embodiment of what it means to live in a selfless way.	
USCCB.EC.V.B: Challenges - Isn't the degree of a person's success and achievement really measured in terms of financial security and wealth?		

USCCB.EC.V.B.1	While there are many people who build their lives on such an approach, Jesus Christ, in his life and his teaching, teaches us that the greatest achievement is growth in holiness and virtue and becoming more like him.	
USCCB.EC.V.B.2	Real happiness is found in fulfilling God's plan for us.	
USCCB.EC.V.B.3	True and lasting fulfillment is never found in money or material possessions.	
USCCB.EC.V.B.4	People who find the fulfillment in life which leads to inner peace and joy are those mature enough to understand that what really matters is God's infinite love for us and what he has taught us about himself and the meaning of life.	
USCCB.EC.V.C: Challenges - Isn't not fighting back or getting even with someone who hurts or offends you a sign of weakness?		
USCCB.EC.V.C.1	No. It takes a lot more courage and strength to forgive and not seek vengeance than to fight back or try to get even.	
USCCB.EC.V.C.2	Jesus Christ, in his life and his teaching, challenges us to see the truth that power and strength are to be measured in terms of virtue and inner strength.	
USCCB.EC.V.C.3	We have the example of Jesus Christ, who in not fighting back and in forgiving his executioners showed true strength.	
USCCB.EC.V.C.4	We have the example of the martyrs, which shows the strength and power that faith and God's grace give.	
USCCB.EC.V.D: Challenges - Isn't it more important to work for justice than to engage in charity?		
USCCB.EC.V.D.1	The works of justice do not exclude the works of charity or vice versa.	
USCCB.EC.V.D.2	Charity should shape justice to make it Christian; charity is not extra or optional.	
USCCB.EC.V.D.3	A perfect world cannot be built by human effort for justice.	
USCCB.EC.V.D.4	Perfect justice will be realized only in eternal life.	
USCCB.ED: Electives - Option D: Responding to the Call of Jesus Christ		
USCCB.ED.I.A: God's Call to Each of Us - Universal call to holiness (CCC, nos. 2013-2014, 2028, 2813).		
USCCB.ED.I.A.1	A longing for God is inherent to the human person	
USCCB.ED.I.A.2	God wants every person to know him, to love him, and to serve him.	
USCCB.ED.I.A.3	How we reflect Trinitarian life.	
USCCB.ED.I.A.4	How Christ shows us the way to discipleship.	
USCCB.ED.I.A.5	The ways in which God sanctifies us.	

USCCB.ED.I.A.6	Learning how to make a gift of oneself.	
USCCB.ED.I.B: God's Call to Each of Us - The personal call.		
USCCB.ED.I.B.1	Our vocation from God (CCC, Glossary).	
USCCB.ED.I.B.2	A vocation is not the same as a job or career. •a. The relationship between one's work and vocation.	
USCCB.ED.I.B.3	Definition/description of discernment—role of Church and individual. •a. Divine Providence in the events of one's life. •b. Prayerful reflection and discernment.	
USCCB.ED.I.B.4	Traditionally recognized states of life (CCC, nos. 2004, 2230). •a. Married (CCC, no. 1535). •b. Committed single life (CCC, nos. 898-900, 2442). •c. Ordained bishop, priest, or deacon (CCC, nos. 1578, 1593). •d. Consecrated life (CCC, nos. 916, 933).	
USCCB.ED.I.B.5	Lay ecclesial movements and ministries (CCC, nos. 901-913).	
USCCB.ED.I.B.6	No vocation is lived in isolation (CCC, nos. 543, 804, 831, 1886, 1878-1885). •a. Human beings exist in relationship with others; give of oneself in order to find oneself. •b. There are many levels and types of relationship.	
USCCB.ED.II.A: "Serve One Another" - Teaching and example of Jesus-his commandment of love (CCC, no. 1823).		
USCCB.ED.II.A.1	An unselfish gift of self to God and others.	
USCCB.ED.II.A.2	Service to our brothers and sisters in the Church and world.	
USCCB.ED.II.B: "Serve One Another" - Sacraments at the service of Communion (CCC, nos. 1533-1535).		
USCCB.ED.II.B.1	Marriage as a sacrament given to foster the good of the human family, society, and the Church (CCC, nos. 1601-1666).	
USCCB.ED.II.B.2	Holy Orders as a sacrament given to foster the good of the spiritual family, the Church (CCC, nos. 1536-1600).	
USCCB.ED.III.A: Sacrament of Marriage - God is author of marriage, which Jesus raised to a sacrament; it is not a purely human institution (CCC, nos. 1603, 1601).		
USCCB.ED.III.A.1	Book of Genesis account.	
USCCB.ED.III.A.2	Teaching on marriage in the New Testament (CCC, no. 1615). •a. Jesus' first public sign or miracle took place at a marriage (Jn 2:1-11; CCC, no. 1613). •b. Two shall become as one flesh; and the question on divorce (Mt 19; CCC, no. 1614).	

		<ul style="list-style-type: none"> <li>•c. The love of husbands and wives reflecting the love of Christ for the Church (Eph 5; CCC, no. 1616).</li> </ul>	
	USCCB.ED.III.A.3	Theology of the body.	
	USCCB.ED.III.B: Sacrament of Marriage - Christian marriage is a lifelong commitment between a baptized man and a baptized woman as husband and wife, designed to reflect the unending love that God has for his people, individually and collectively; a covenant of love (CCC, no. 1625).		
	USCCB.ED.III.B.1	<p>Encouraging signs of Christ’s saving work in marriage and the family.</p> <ul style="list-style-type: none"> <li>•a. Greater awareness of personal freedom and interpersonal relationships.</li> <li>•b. Promotes the dignity of both men and women (CCC, nos. 1646-1651).</li> <li>•c. Increased concern for responsible procreation; natural family planning (CCC, nos. 1652-1654).</li> <li>•d. Education of children and extended family support (CCC, nos. 1603-1605).</li> <li>•e. Mutual self-giving within marriage and family serves as basis for responsible activity in society and in the Church.</li> </ul>	
	USCCB.ED.III.B.2	<p>Problems encountered in marriage and family life (CCC, nos. 2331-2359).</p> <ul style="list-style-type: none"> <li>•a. Exaggeration of the independence of the spouses to the loss of mutual dependence and becoming two in one flesh (FC, no. 6; CCC, nos. 1606-1608).</li> <li>•b. Scourge of abortion, recourse to sterilization, contraceptive mentality (CCC, nos. 2270-2274, 2370, 2399).</li> <li>•c. Cohabitation and homosexual union as a devaluation of the true meaning of marriage (CCC, nos. 2353-2359).</li> <li>•d. Growing number of divorces (CCC, nos. 1644-1645, 1649-1650).</li> </ul>	
	USCCB.ED.III.C: Sacrament of Marriage - Celebration of the sacrament.		
	USCCB.ED.III.C.1	Marriage: a public act that requires a liturgical celebration (CCC, nos. 1621-1623).	
	USCCB.ED.III.C.2	<p>Marriage: a public act that requires a liturgical celebration (CCC, nos. 1621-1623).</p> <ul style="list-style-type: none"> <li>•a. In the Latin Church the spouses are ministers of the sacrament.</li> <li>•b. Role of free consent, and witness of bishop, priest, deacon.</li> <li>•c. The essential three promises of the spouses.</li> <li>•d. In the Eastern Churches, the bishop or priest confers the Sacrament of Matrimony.</li> </ul>	
	USCCB.ED.III.C.3	In Latin Church, the Nuptial Mass—or just the Liturgy of the Word (see Directory for the Application of Principles and Norms on Ecumenism, no. 159).	
	USCCB.ED.III.C.4	<p>A Catholic is encouraged to marry another Catholic (CCC, nos. 1633-1637).</p> <ul style="list-style-type: none"> <li>•a. Permission can be given to marry those who are not Catholic.</li> </ul>	

		<ul style="list-style-type: none"> <li>•b. Conditions for this permission to marry nonCatholic: Catholic party promises to maintain the practice of his or her faith and to raise any children they have in the Catholic faith.</li> </ul>	
	USCCB.ED.III.D: Sacrament of Marriage - Preparation for receiving the sacrament (CCC, no. 1622; FC, no. 66).		
	USCCB.ED.III.D.1	Remote preparation begins as children, through example of parents, relatives, and other members of the community.	
	USCCB.ED.III.D.2	<p>Proximate preparation comes through education.</p> <ul style="list-style-type: none"> <li>•a. Need for healthy self-understanding including sexuality.</li> <li>•b. Sexuality part of our being; we relate through personhood that includes sexuality.</li> <li>•c. God made man and woman with a natural complementarity (see Genesis: both creation accounts).</li> <li>•d. God decreed that sexual intimacy be reserved for marriage.</li> <li>•e. Marriage involves a total self-giving of the spouses; requires a sense of discipline, generosity, and an understanding of true love.</li> <li>•f. Expressions of healthy sexual relations in marriage. <ul style="list-style-type: none"> <li>•1) Natural family planning.</li> <li>•2) Arguments against contraception.</li> </ul> </li> <li>•g. Healthy personal and dating habits as a high school-aged person.</li> <li>•h. Marriage reflects Christ’s relationship to the Church (Eph 5:21-33; CCC, no. 1642).</li> <li>•i. Develop skills for living a lifelong commitment.</li> </ul>	
	USCCB.ED.III.D.3	<p>Immediate preparation.</p> <ul style="list-style-type: none"> <li>•a. Church’s responsibility to prepare couples for marriage.</li> <li>•b. Dioceses require period of preparation that varies by diocese.</li> <li>•c. Focus on the couples’ promises. <ul style="list-style-type: none"> <li>•1) Lifelong union.</li> <li>•2) Exclusive and faithful union.</li> <li>•3) Openness to children.</li> </ul> </li> <li>•d. Help engaged persons grow in knowledge of self, their future spouse, and their relationship.</li> <li>•e. Teach practical skills to help couples live what they promise.</li> </ul>	
	USCCB.ED.III.E: Sacrament of Marriage - Effects of the sacrament (CCC, nos. 1638-1642).		
	USCCB.ED.III.E.1	Married couples are given the grace to love unselfishly.	
	USCCB.ED.III.E.2	Also the grace to strengthen the permanent nature of their union and to appreciate the joy their union can bring (CCC, no. 1615).	
	USCCB.ED.III.E.3	Couples are given the grace which strengthens them to attain eternal life (CCC, nos. 1617, 1639, 1641).	

USCCB.ED.III.E.4	When blessed with children, parents are helped to raise them in faith and love (CCC, nos. 1652-1654).
USCCB.ED.III.E.5	Witness of faithful couples strengthens church community and the fabric of society (CCC, nos. 1655-1658).
USCCB.ED.III.F: Sacrament of Marriage - Challenges to marriage and family life (CCC, nos. 1649-1651).	
USCCB.ED.III.F.1	Social challenges: acceptance of divorce and remarriage; popular cultural values are pushing aside traditional values; cohabitation before marriage; weakening of the bond between husband and wife.
USCCB.ED.III.F.2	Increase in interchurch marriages.
USCCB.ED.III.F.3	Impact of images in media, and challenges to traditional marriage in law.
USCCB.ED.III.F.4	Blended families; loss of the extended family ties.
USCCB.ED.III.F.5	Financial burdens; need for both parents to work outside the home.
USCCB.ED.III.F.6	Loss of respect for the dignity of all human beings.
USCCB.ED.III.F.7	Lack of willingness to accept children as a gift from God.
USCCB.ED.III.F.8	Natural authority of parents is challenged.
USCCB.ED.III.G: Sacrament of Marriage - The question of divorce and /or remarriage.	
USCCB.ED.III.G.1	Christ teaches that a marriage lasts as long as both parties are still alive (CCC, no. 1650).
USCCB.ED.III.G.2	When and why a civil divorce may be permitted (CCC, no. 1649). <ul style="list-style-type: none"> <li>•a. Civil divorce does not end a valid sacramental marriage.</li> <li>•b. Sacraments for divorced but not remarried Catholics.</li> <li>•c. Consequences for divorced Catholics who attempt marriage without a declaration of nullity (CCC, no. 1665). <ul style="list-style-type: none"> <li>•1) Catholic parties in a civil marriage are living in an objective state of sin; they are also a source of scandal to others.</li> <li>•2) They are not separated from the Church and are obligated to attend Sunday Mass but are barred from the reception of sacraments except in danger of death.</li> <li>•3) Ineligible to serve as a sponsor for Baptism or Confirmation.</li> </ul> </li> </ul>
USCCB.ED.III.G.3	Determining the validity of previous marriage of divorced Catholics. <ul style="list-style-type: none"> <li>•a. A declaration of nullity of marriage can be issued if it is proven that there was a defect of consent, a defect of form, or the existence of an impediment (CCC, nos. 1625-1632).</li> <li>•b. Other reasons for declaration of nullity. <ul style="list-style-type: none"> <li>•1) If one or both of the spouses lacked the psychological capacity to assume the essential</li> </ul> </li> </ul>

		obligations of marriage. •2) If one or both were forced into the marriage.	
	USCCB.ED.IV.B: Sacrament of Holy Orders - Historical development of the three orders of the sacrament.		
	USCCB.ED.IV.B.1	Apostles as the pastors and leaders of the early Church, the first bishops.	
	USCCB.ED.IV.B.2	As the Church grew, Apostles and successors ordained priests as their co-workers.	
	USCCB.ED.IV.B.3	Original deacons were ordained to serve material needs of community (Acts 6:1-7).	
	USCCB.ED.IV.C: Sacrament of Holy Orders - The three degrees of Holy Orders.		
	USCCB.ED.IV.C.1	Bishop (office of sanctifying, teaching, and governing) (CCC, nos. 1555-1561). •a. Successor of the Apostles. •b. A member of the college of bishops in communion with pope. •c. The bishop is the shepherd and high priest of a diocese, responsible for teaching and sanctifying his flock and proclaiming the truth to all; he wears a miter and carries a crozier to symbolize this. •d. Bishop is understood as “married” to diocese; this is partly why he wears a ring. •e. Minister of all sacraments. •1) Confirmation generally conferred by bishops in the Latin Church. •2) Ordination is reserved to bishops alone. •f. Chosen by the pope from among priests. •g. Archbishops and cardinals (or patriarch or major archbishop in some Eastern Churches).	
	USCCB.ED.IV.C.2	Priest (CCC, nos. 1562-1568). •a. Priest acts in the person of Christ: in persona Christi capitis. •b. Ordained by bishop as co-worker with bishop. •c. Special focus of priest is ministry of the Word and of the sacraments. •d. Generally serves in a parish; only a priest can serve as a pastor of a parish. •e. Minister of: •1) Sacraments of Baptism (and Chrismation in the Eastern Churches), Eucharist, Penance, Anointing of the Sick, and Confirmation in certain circumstances •2) In Sacrament of Marriage in the Latin Church, the priest receives the consent of the spouses in name of the Church and gives blessing of the Church (CCC, no. 1630).	
	USCCB.ED.IV.C.3	Deacon (CCC, nos. 1569-1571). •a. Ordained by bishop to be of service to him and his priests. •b. Special focus of deacon is ministry of charitable service. •c. Assists in celebration of the divine mysteries (CCC, no. 1570). •1) Minister of Baptism (CCC, no. 1256).	

		<ul style="list-style-type: none"> <li>•2) Assists at the Eucharist.</li> <li>•3) Proclaims Gospel and preaches.</li> <li>•4) Can preside at funerals.</li> <li>•5) Assists at and blesses marriages (CCC, no. 1630).</li> <li>•d. In the Eastern Churches the deacon is not the ordinary minister of Baptism and also cannot solemnize or witness a marriage.</li> <li>•e. Types of deacons.</li> <li>•1) Transitional: before being ordained a priest, a man is first ordained a deacon and serves in that role generally for six months to a year.</li> <li>•2) Permanent: some men (including married men) are ordained deacons for life.</li> </ul>	
USCCB.ED.IV.C.4		<p>Holy Orders is a sacrament reserved to men (CCC, no. 1577).</p> <ul style="list-style-type: none"> <li>•a. “The Church has no authority whatsoever to confer priestly ordination on women” (OS, no. 4).</li> <li>•1) It is not a question of the ability to carry out the functions of the ministry.</li> <li>•2) It is the matter of what Christ has established, and the sacramental reality and symbolism of the priestly office.</li> <li>•b. Bishop or priest serves as an icon of Christ: head of his Body, bridegroom of the Church.</li> <li>•c. There is no historical basis for women serving as deacons in the diaconate as we now know and understand it.</li> </ul>	
	USCCB.ED.IV.D: Sacrament of Holy Orders - Preparation.		
USCCB.ED.IV.D.1		A bishop is prepared through ministry as a priest and through a life of prayer and sacrifice.	
USCCB.ED.IV.D.2		<p>Remote preparation for priesthood.</p> <ul style="list-style-type: none"> <li>•a. As a child, there is the example of parish priests and the encouragement from family and community.</li> <li>•b. Prayer and discernment by the candidate.</li> </ul>	
USCCB.ED.IV.D.3		<p>A priest is prepared through years of formation in a seminary.</p> <ul style="list-style-type: none"> <li>•a. Study of philosophy and theology.</li> <li>•b. Human, intellectual, spiritual, and pastoral development.</li> <li>•c. Understanding and embracing the promises he makes.</li> <li>•1) Obedience to his bishop (CCC, no. 1567).</li> <li>•2) The gift of celibacy; marriage renounced for the sake of the Kingdom (CCC, no. 1579).</li> <li>•3) Priests in religious institutes must also embrace vows.</li> </ul>	
USCCB.ED.IV.D.4		A transitional deacon is prepared as part of his training for priesthood (CCC, nos. 1569-1571).	

USCCB.ED.IV.D.5	Permanent deacons participate in a number of years of part-time preparation. •a. Human and intellectual formation. •b. Spiritual and pastoral formation.	
USCCB.ED.IV.E: Sacrament of Holy Orders - Celebration of the sacrament.		
USCCB.ED.IV.E.1	Essential element of each order is the laying on of hands by the bishop and the consecratory prayer (CCC, no. 1573).	
USCCB.ED.IV.E.2	Chrism is used in the ordination of a priest and of a bishop (CCC, no. 1574). •a. At the ordination of a priest, his hands are anointed with chrism. •b. At the ordination of a bishop, chrism is poured on his head.	
USCCB.ED.IV.E.3	Unique elements at the ordination of each. •a. A bishop is presented with a ring, a crozier, and a miter. •b. A priest is clothed in the vestments of a priest (stole and chasuble) and then is presented with the bread and wine that will be consecrated. •c. A deacon is clothed in the vestments of a deacon (stole and dalmatic) and is presented with the Book of the Gospels, which he will proclaim.	
USCCB.ED.IV.F: Sacrament of Holy Orders - Effects of the sacrament (CCC, nos. 1581-1584).		
USCCB.ED.IV.F.1	The one ordained is marked with a permanent seal or character.	
USCCB.ED.IV.F.2	Purpose of seal or character (CCC, nos. 1581-1584).	
USCCB.ED.V.A: The Consecrated Life - The work of the Spirit in the various forms of consecrated life (CCC, nos. 914-933).		
USCCB.ED.V.A.1	Monastic life.	
USCCB.ED.V.A.2	The order of virgins; hermits and widows (CCC, nos. 920-924).	
USCCB.ED.V.A.3	Apostolic religious life (CCC, nos. 925-927).	
USCCB.ED.V.A.4	Secular institutes (CCC, nos. 928-929).	
USCCB.ED.V.A.5	Societies of apostolic life (CCC, no. 930).	
USCCB.ED.V.A.6	New expressions of consecrated life (CCC, nos. 931-933).	
USCCB.ED.VI.A.7	Lay ecclesial movements.	
USCCB.ED.VI.A: Challenges - Isn't having the right vocation, job, or career essential for a person's happiness?		
USCCB.ED.VI.A.1	No. The foundational call from God is not to a particular vocation, job, career, or way of life but to universal holiness and communion with him. This is the basis of all happiness.	

USCCB.ED.VI.A.2	Often the key to happiness is using one's gifts fully for God by using them to serve others in Christian love.	
USCCB.ED.VI.A.3	However, a refusal to answer God's call may result in a more difficult road to eternal life, or it may even jeopardize one's salvation.	
USCCB.ED.VI.B: Challenges - Isn't the real measure of success in life the degree of one's financial security and material comfort?		
USCCB.ED.VI.B.1	To some, the measure of success may be money and physical comforts, but that is not what Jesus Christ either taught or lived.	
USCCB.ED.VI.B.2	Personal satisfaction in life finds a firm foundation in our relationship with the Lord and secondly in our relationships with other people.	
USCCB.ED.VI.B.3	The ultimate goal in life should be holiness; this is where true success lies.	
USCCB.ED.VI.B.4	In the Beatitudes, Jesus Christ teaches us attitudes essential for true happiness.	
USCCB.ED.VI.C: Challenges - Just as people fall in love, they also fall out of love. Isn't a failed marriage just a regular part of life?		
USCCB.ED.VI.C.1	Failed marriages might be a regular part of life, but they happen because of our fallen human nature. God teaches us to see and understand marriage as something which lasts for life.	
USCCB.ED.VI.C.2	We know through Revelation that from the creation of the world and the creation of human beings, God's plan included marriage. Jesus Christ raised marriage to the level of a sacrament and taught that, properly understood, it involves lifelong commitment.	
USCCB.ED.VI.C.3	Jesus Christ has taught us to recognize that the love between spouses is an image of the unending aspect of God's love for us; he has promised to love us, and he does not break his promises. Neither should we break promises of marriage.	
USCCB.ED.VI.C.4	Married love involves not just feelings but also a commitment of reason and will; married love cannot deepen unless it faces and overcomes hard times and adversity	
USCCB.ED.VI.C.5	God does give the grace needed to live out our commitments.	
USCCB.ED.VI.D: Challenges - Don't men and women who promise celibacy or lifelong chastity live lonely, unhappy lives?		
USCCB.ED.VI.D.1	Some who promise lifelong celibacy and chastity may experience loneliness, as do some married people.	
USCCB.ED.VI.D.2	Most men who become priests, monks, or brothers and most women who become nuns, sisters, and consecrated virgins generally live happy and fulfilling lives.	
USCCB.ED.VI.D.3	Sexual intimacy with another is not essential for personal fulfillment and happiness.	

	USCCB.ED.VI.D.4	The heart of celibacy is a truly loving relationship with the Lord, expressed in a self-gift to others in his name.	
	USCCB.ED.VI.D.5	Committed celibacy for the sake of Jesus Christ and his Kingdom brings consolation that cannot be appreciated by one who has not lived it. Living a life of committed celibacy or chastity gives one a sense of the gifts of the eternal life to come.	
	USCCB.ED.VI.D.6	God gives the grace needed to live out our commitments.	
USCCB.EE: Electives - Option E: Ecumenical and Interreligious Issues			
	USCCB.EE.I.A: Revelation and the Catholic Church - Tracing Divine Revelation through the history of salvation.		
	USCCB.EE.I.A.1	<p>Divine Revelation in the Old Testament times.</p> <ul style="list-style-type: none"> <li>•a. The Triune God is revealed in the work of Creation, which originates with the Father and is brought into being through the Word (Jesus Christ) by the power of the Holy Spirit (CCC, nos. 282, 314).</li> <li>•b. God reveals himself to Abraham: the beginning of a people of faith (CCC, nos. 72, 992, 2571).</li> <li>•c. In and through Abraham’s descendants, he forms the People of Israel: <ul style="list-style-type: none"> <li>•1) Abraham’s grandson, Jacob, has twelve sons whose descendants shape the twelve tribes of the People of Israel.</li> <li>•2) “Israel” was the name given Jacob by God.</li> </ul> </li> <li>•d. God reveals himself to Moses and forms the People of Israel (CCC, nos. 62-64). <ul style="list-style-type: none"> <li>•1) He tells Moses about himself: “I am who am” (Ex 3:14).</li> <li>•2) He gives the Israelites a code of both worship and morality</li> </ul> </li> </ul>	
	USCCB.EE.I.A.2	<p>Divine Revelation in the New Testament (CCC, nos. 65-67, 124-127, 151, 422-455).</p> <ul style="list-style-type: none"> <li>•a. In Jesus, the Eternal Word made man, is found the fullness of Revelation</li> <li>•b. Jesus is revealed as the Son of God and the Christ or “Anointed One” of God, the Messiah foretold by God through the prophets of Israel. <ul style="list-style-type: none"> <li>•1) The Annunciation to Mary (CCC, no. 494).</li> <li>•2) Jesus’ Baptism by St. John the Baptist (CCC, nos. 535-537).</li> <li>•3) St. Peter’s confession of faith at Caesarea Philippi (CCC, no. 552).</li> <li>•4) Jesus’ own proclamation of his divine Sonship (CCC, no. 590).</li> </ul> </li> <li>•c. Jesus reveals the Trinity, the central mystery of faith (CCC, nos. 648-650). <ul style="list-style-type: none"> <li>•1) Identifies himself as God’s Son and addresses God as Father</li> <li>•2) Promises to send the Paraclete, the Holy Spirit.</li> <li>•3) Sends the Holy Spirit upon the Apostles at Pentecost.</li> </ul> </li> <li>•d. Divine Revelation ends with the death of the last Apostle (CCC, nos. 66-67).</li> </ul>	
	USCCB.EE.I.B: Revelation and the Catholic Church - Divine foundation of the Catholic Church (CCC, nos. 758-769).		

USCCB.EE.I.B.1	Planned by God the Father from the beginning of time (CCC, no. 759).	
USCCB.EE.I.B.2	Pre-figured in the People of Israel (CCC, nos. 761-762).	
USCCB.EE.I.B.3	Divinely instituted by Jesus Christ, the Son of God and the Second Person of the Trinity (CCC, nos. 763-766).	
USCCB.EE.I.B.4	Revealed by the Holy Spirit (CCC, nos. 767-768).	
USCCB.EE.I.B.5	Guided, sustained, and sanctified by the Father through the Son and Holy Spirit (CCC, nos. 767-768).	
USCCB.EE.I.B.6	The Church is the Body of Christ; he is our Head, we are the members of the Body (CCC, nos. 790-795).	
USCCB.EE.I.C: Revelation and the Catholic Church - The Catholic Church and Divine Revelation.		
USCCB.EE.I.C.1	Jesus Christ instituted the Church on the foundation of the Apostles (CCC, nos. 857-860).	
USCCB.EE.I.C.2	The Apostles were entrusted with faithfully proclaiming the Gospel and spreading the Good News Jesus Christ had entrusted to them (CCC, no. 858).	
USCCB.EE.I.C.3	This role of ensuring an authentic proclamation of God’s Revelation has been handed down in an unbroken line to the Apostles’ successors—the pope and bishops (CCC, nos. 861-862).	
USCCB.EE.I.C.4	The Catholic Church, in and through the pope and the bishops, is entrusted with protecting the whole Deposit of Faith, that is, the Revelation preserved in Scripture and in Tradition (CCC, nos. 84, 863-865, 1202).	
USCCB.EE.II.A: Christian Churches and Ecclesial Communities Apart from the Catholic Church - An ecclesiology of communion (CCC, nos. 787-789).		
USCCB.EE.II.A.1	Baptized people are in full communion with the Catholic Church when they are joined with Christ in the visible structure of the Church through the profession of faith, the reception of the sacraments, and respect and obedience toward those in authority in the Church (CIC, c. 205).	
USCCB.EE.II.A.2	Members of other Christian churches and ecclesial communities are in imperfect communion with the Catholic Church (CCC, nos. 836-838). <ul style="list-style-type: none"> <li>•a. The communion is imperfect because of differences in doctrine, discipline, and/or ecclesiastical structure.</li> <li>•b. Christian churches (Orthodox Churches) are those with a validly ordained priesthood and the Eucharist (CCC, nos. 838).</li> <li>•c. Christian ecclesial communities do not have a validly ordained priesthood or the Eucharist.</li> </ul>	
USCCB.EE.II.A.3	The ecumenical movement works to overcome obstacles to full communion.	

	USCCB.EE.II.A.4	All the baptized, including those in imperfect communion with the Catholic Church, are members of Christ's Body, have the right to be called Christian, and are brothers and sisters to members of the Catholic Church (UR, no. 3).	
USCCB.EE.II.B: Christian Churches and Ecclesial Communities Apart from the Catholic Church - From the very beginning of the Church, there have been rifts and serious dissension (CCC, no. 817). Serious dissensions resulted in breaks from full communion with the Church.			
	USCCB.EE.II.B.1	<p>Schism with some Eastern Churches.</p> <ul style="list-style-type: none"> <li>•a. Following the Council of Ephesus in 431. <ul style="list-style-type: none"> <li>•1) Because of a dispute over the title of Mary as Mother of God, some Churches, such as the Assyrian Church, broke away from full communion.</li> <li>•2) Later some returned to union with Rome.</li> <li>•3) Modern dialogue with those who did not return has made progress in healing this schism.</li> </ul> </li> <li>•b. Following the Council of Chalcedon in 451. <ul style="list-style-type: none"> <li>•1) Those who believed the Monophysite heresy (that Jesus did not have both a divine nature and a human nature) also broke away from full communion with the Church and formed what are called the Oriental Orthodox Churches.</li> <li>•2) Modern dialogue with the Oriental Orthodox Catholics has made progress in healing this schism.</li> </ul> </li> </ul>	
	USCCB.EE.II.B.2	<p>The Catholic Church and the Eastern Orthodox Church were one until 1054.</p> <ul style="list-style-type: none"> <li>•a. The Schism of 1054 resulted in the establishment of the Eastern Orthodox Churches.</li> <li>•b. Contributing causes to the Schism of 1054. <ul style="list-style-type: none"> <li>•1) Filioque controversy (CCC, nos. 247-248).</li> <li>•2) Growing cultural and political differences between East and West.</li> <li>•3) Different forms of Church governance emerged. <ul style="list-style-type: none"> <li>•a) Eastern Churches were governed by synods with a patriarch.</li> <li>•b) Latin Church was monarchical with the pope as final authority</li> </ul> </li> </ul> </li> <li>•c. Difference between Orthodox Churches and Eastern Catholic Churches <ul style="list-style-type: none"> <li>•1) They share the same liturgy but not the same bonds of episcopal communion.</li> </ul> </li> <li>•d. Orthodox Churches and Catholic Church have strong ties to each other <ul style="list-style-type: none"> <li>•1) Same core doctrine, beliefs, and moral teachings.</li> <li>•2) Both have Apostolic Succession.</li> <li>•3) Seven sacraments, validity of ordinations.</li> </ul> </li> <li>•e. Differences between the Catholic Church and Eastern Orthodox Churches. <ul style="list-style-type: none"> <li>•1) Most significant: Orthodox Churches do not recognize the infallibility or the primacy of jurisdiction of the Pope.</li> <li>•2) A few doctrinal formulations in the liturgy: the Eastern Orthodox Churches use the original</li> </ul> </li> </ul>	

		<p>wording of the Nicene Creed and do not accept the addition of the filioque (the Holy Spirit proceeds from the Father and the Son).</p> <ul style="list-style-type: none"> <li>•3) Differences in sacramental law and practice (e.g., Orthodox tolerate divorce and remarriage).</li> <li>•4) Some Marian dogmas are taught in a different way</li> <li>•5) Ecumenical councils: not all accepted by the Orthodox Churches.</li> </ul>	
	USCCB.EE.II.B.3	<p>Ecclesial communions: Anglican (Episcopalian), Lutheran, Reformed Christian.</p> <ul style="list-style-type: none"> <li>•a. Who founded these various ecclesial communities and why?</li> <li>•b. Common ties between the Catholic Church and these ecclesial communions. <ul style="list-style-type: none"> <li>•1) Common beliefs about Christ derived from Scripture.</li> <li>•2) Baptisms celebrated with the Trinitarian formula and proper intention are considered valid by the Catholic Church.</li> <li>•3) In many cases, common moral convictions.</li> <li>•4) Some common liturgical practices, e.g., common cycle of Scripture readings.</li> </ul> </li> <li>•c. Differences. <ul style="list-style-type: none"> <li>•1) Differences in acceptance of the authority of the pope.</li> <li>•2) Differences in doctrine, e.g., Calvinist belief in predestination.</li> <li>•3) Differences in sacramental economy and practice, particularly the lack of the Sacrament of Holy Orders and, consequently, of a valid Eucharist.</li> <li>•4) Differences on moral questions: e.g., abortion, divorce, and remarriage.</li> </ul> </li> </ul>	
	USCCB.EE.II.B.4	<p>Other Christian communities.</p> <ul style="list-style-type: none"> <li>•a. Some are the result of further divisions among ecclesial communions which separated from the Catholic Church, e.g., Methodists separated from the Anglican Church.</li> <li>•b. Shared belief in Christ and the Triune God but a strong emphasis on sola Scriptura (Scripture alone) as the standard for determining belief.</li> <li>•c. Differences in doctrine, sacramental understanding and practice, morality.</li> <li>•d. Many of these bodies (e.g., Baptists, Congregationalists) view the church as a local congregation and not a worldwide communion.</li> </ul>	
	USCCB.EE.II.C: Christian Churches and Ecclesial Communities Apart from the Catholic Church - Ecumenical efforts.		
	USCCB.EE.II.C.1	<p>Ecumenism involves efforts aimed at fostering unity between the Catholic Church and other churches and Christian ecclesial communities.</p>	
	USCCB.EE.II.C.2	<p>Ecumenical activity requires the following (CCC, no. 821):</p> <ul style="list-style-type: none"> <li>•a. Renewal of the Catholic Church in fidelity to her vocation</li> <li>•b. Conversion of heart by all the faithful.</li> <li>•c. Prayer in common where appropriate.</li> </ul>	

		<ul style="list-style-type: none"> <li>•d. Fraternal knowledge of each other.</li> <li>•e. Ecumenical formation of clergy and laity (knowledge of sacred theology including a historical perspective; understanding of the problems and benefits of the ecumenical movement).</li> <li>•f. Dialogue among theologians of different churches and communities.</li> <li>•g. Collaboration in activities of service to others.</li> </ul>	
	USCCB.EE.II.C.3	<p>Greater hope of restoring full communion where there is</p> <ul style="list-style-type: none"> <li>•a. A visible continuity with the ancient Church (Apostolic Succession).</li> <li>•b. A shared understanding of interpreting revealed truth (Scripture read through the lens of Tradition), e.g., such a starting point exists with the Orthodox Churches.</li> <li>•c. Practice of the sacraments.</li> </ul>	
	USCCB.EE.II.C.4	<p>Greater obstacles continue to arise in doctrine and in praxis: e.g., ecclesial communions allowing women and non-celibate homosexuals to serve as ordained ministers.</p>	
	USCCB.EE.III.A: The Relationship of the Catholic Church to the Jewish People - The link between the Catholic Church and the Jewish people is special.		
	USCCB.EE.III.A.1	Pope John Paul II referred to the Jewish people as “our elder brothers.”	
	USCCB.EE.III.A.2	The Jewish people were God’s special choice to be the instrument for the salvation of the world. They were the first to hear the Word of God, that is, Divine Revelation (CCC, no. 839).	
	USCCB.EE.III.B: The Relationship of the Catholic Church to the Jewish People - The relationship between the Catholic Church and the Jewish people holds a unique and special position.		
	USCCB.EE.III.B.1	Unlike other non-Christian religions, the Jewish faith is a response to God’s Revelation in the Old Covenant (CCC, no. 839).	
	USCCB.EE.III.B.2	The patriarchs of the Jewish people—Abraham, Isaac, Jacob, and Moses—are also the ancestors in faith for members of the Catholic Church.	
	USCCB.EE.III.B.3	The Jewish people are the original Chosen People of God; Christians are the new People of God (CCC, no. 840).	
	USCCB.EE.III.B.4	Our Savior, Jesus Christ, was born and raised as a Jew. Mary, the Apostles, and the disciples were also Jews.	
	USCCB.EE.III.B.5	The New Covenant with Jesus Christ is the fulfillment of the promises of the first Covenant between God and the Jewish people.	
	USCCB.EE.III.B.6	<p>Catholics and Jews share common elements of moral life and practice:</p> <ul style="list-style-type: none"> <li>•a. The Decalogue is a strong part of Catholic moral teaching and tradition</li> <li>•b. Jesus Christ drew on the Decalogue and the teaching of the prophets in his teaching on self-giving love and moral living.</li> </ul>	

	USCCB.EE.III.C: The Relationship of the Catholic Church to the Jewish People - Fundamental differences with the Catholic Church.	
USCCB.EE.III.C.1	The Jewish people do not acknowledge Jesus as a Divine Person, the Son of God, or the promised Messiah, nor do they accept the revealed truth of the Triune God, which is what is unique to Christian Revelation.	
USCCB.EE.III.C.2	The Jewish people continue to rely on the ritual prescriptions of the first Covenant reinterpreted for post-Temple Judaism.	
	USCCB.EE.III.D: The Relationship of the Catholic Church to the Jewish People - Anti-Judaism or anti-Semitism was evident among Catholics for many centuries.	
USCCB.EE.III.D.1	The Catholic Church condemns all unjust discrimination, including anti-Semitism.	
USCCB.EE.III.D.2	In the twentieth century, the Catholic Church dropped from its liturgy any inference that the Jewish people as a whole were responsible for the Death of Christ because the truth is that the sins of all humanity were the cause of his Death.	
	USCCB.EE.III.E: The Relationship of the Catholic Church to the Jewish People - Dialogue with the Jewish people.	
USCCB.EE.III.E.1	This dialogue has a unique character in that we share roots of faith.	
USCCB.EE.III.C.2	This dialogue also has an interfaith character because of the differences in faith and in sacramental understanding and practice.	
USCCB.EE.III.C.3	Aims of this dialogue include <ul style="list-style-type: none"> <li>•a. Grow in mutual respect for one another as sons and daughters of God.</li> <li>•b. Give common witness on matters of peace and justice.</li> <li>•c. Deepen mutual understanding of the one God and his plan for the world.</li> </ul>	
	USCCB.EE.IV.A: The Church and Other Non-Christians - The Muslim people.	
USCCB.EE.IV.A.1	Monotheistic (but non-Trinitarian) faith in common with Jews and Christians.	
USCCB.EE.IV.A.2	The Catholic Church and Muslims acknowledge God as the Creator and claim ties to the faith of Abraham.	
USCCB.EE.IV.A.3	The Muslim people do not acknowledge God as the Father of Jesus, or Jesus Christ as the Divine Son of God, nor do they accept the Triune God, but they do revere Jesus as a prophet and Mary as the Virgin Mother of Jesus.	
USCCB.EE.IV.A.4	There are many common elements of moral life and practice between Catholics and Muslims.	
USCCB.EE.IV.A.5	Islam has no sacramental economy; Islamic law requires testimony of faith, prayer, fasting, almsgiving, and pilgrimage as expressions of faith.	

USCCB.EE.IV.A.6	Unlike the Catholic Church, Islam has no central figure of authority on matters of faith and morals; there are also different ways to interpret the Qur'an.
USCCB.EE.IV.A.7	The Crusades and their lasting impact.
USCCB.EE.IV.A.8	The Catholic Church seeks to engage the Muslim community in dialogue to advance human solidarity.
USCCB.EE.IV.B: The Church and Other Non-Christians - There are non-Christian religions common in the United States, including major world religions such as Hinduism and Buddhism, and others such as Sikhs, Mormons, and Bahai.	
USCCB.EE.IV.B.1	Common elements with Christianity. <ul style="list-style-type: none"> <li>•a. As human beings we share a common origin and end.</li> <li>•b. Many of these religions teach to some degree compassionate action, moral restraint, spiritual discipline, and respect for human dignity.</li> <li>•c. These religions contain elements of truth and virtue, which can help orient their members toward reception of the Gospel.</li> </ul>
USCCB.EE.IV.B.2	Those who do not know Christ but who still strive to know and live in truth and holiness can be saved.
USCCB.EE.IV.B.3	The fulfillment of the values and virtues of other religions is found in what the Catholic Church proclaims: <ul style="list-style-type: none"> <li>•a. God is one, and that God is Triune.</li> <li>•b. Jesus Christ as the Son of God.</li> <li>•c. Salvation is a gift of grace available through faith in Jesus Christ.</li> <li>•d. Sanctification is for human beings to participate in the love of God now and eternally</li> </ul>
USCCB.EE.V.A: Proclamation and Dialogue - The Catholic Church possesses the fullness of the means of salvation willed by God as the ordinary way of saving all people.	
USCCB.EE.V.A.1	“All salvation comes from Christ the Head through the Church which is his Body” (CCC, no. 846). <ul style="list-style-type: none"> <li>•a. God is one and that God is Triune.</li> <li>•b. Jesus Christ as the Son of God.</li> <li>•c. Salvation is a gift of grace available through faith in Jesus Christ.</li> <li>•d. Sanctification is for human beings to participate in the love of God now and eternally.</li> </ul>
USCCB.EE.V.A.2	“Those who, through no fault of their own, do not know the Gospel of Christ or his Church, but who nevertheless seek God with a sincere heart, and, moved by grace, try in their actions to do his will as they know it through the dictates of their conscience—those too may achieve eternal salvation” (CCC, no. 847; LG, no. 16).

USCCB.EE.V.A.3	“Although in ways known to himself God can lead those who, through no fault of their own, are ignorant of the Gospel, to that faith without which it is impossible to please him, the Church still has the obligation and also the sacred right to evangelize all men” (CCC, no. 848; LG, no. 16) and thereby bring all to Jesus Christ and to his Church (Rom 11:12, 15, 25; CCC, nos. 674, 1043).	
USCCB.EE.V.B: Proclamation and Dialogue - Interreligious dialogue.		
USCCB.EE.V.B.1	There are many forms of interreligious dialogue. <ul style="list-style-type: none"> <li>•a. The dialogue of daily life in religiously pluralistic societies/communities.</li> <li>•b. The dialogue of shared service to the needy.</li> <li>•c. The dialogue of theologians and scholars.</li> <li>•d. The dialogue of shared spiritual experience.</li> </ul>	
USCCB.EE.V.B.2	Such dialogue requires mutual search for truth among those learned in their own religious traditions.	
USCCB.EE.V.B.3	Requires respect and understanding of differences in culture as well as in belief.	
USCCB.EE.V.B.4	Requires training in accurate knowledge of other religions.	
USCCB.EE.V.B.5	Can and should involve working together in service to those in need.	
USCCB.EE.VI.A: Challenges - Isn't one faith or religion just as good as any other?		
USCCB.EE.VI.A.1	No, that statement is not true. The fullness of Revelation and truth subsists in the Catholic Church.	
USCCB.EE.VI.A.2	If one has been given the gift of faith and chooses to reject or neglect that gift, that person acts in a way that is gravely wrong.	
USCCB.EE.VI.A.3	The Church engages in many types of dialogue, both ecumenical and interfaith. Those dialogues are characterized by respect and aim to bring about more unity.	
USCCB.EE.VI.B: Challenges - Isn't it more important to show tolerance and not say that the Catholic faith is better than any other?		
USCCB.EE.VI.B.1	Judgment about the truth of the Catholic faith does not mean that Catholics should not show respect toward people of other faiths and religions.	
USCCB.EE.VI.B.2	Respect involves the effort of mutual respect and charity, and a refusal to treat one as less worthy because of differences.	
USCCB.EE.VI.B.3	Catholics are to be respectful of people in their intrinsic dignity but not tolerant of falsehood.	
USCCB.EE.VI.C: Challenges - If unity of people in faith is the real goal, why can't each side compromise?		

USCCB.EE.VI.C.1	While unity of Christians is an important goal, the Catholic Church cannot compromise on the truth of what God has revealed. Truth is one; we need to subject ourselves to the whole truth.	
USCCB.EE.VI.C.2	Where there are intrinsic contradictions in belief, one belief is true and one must be false.	
USCCB.EE.VI.C.3	Sometimes, however, we overemphasize some aspects of the truth at the expense of other aspects. Serious, respectful, and loving pursuit of the whole truth can help us recapture the needed balance.	
USCCB.EE.VI.D: Challenges - What caused the four divisions in Christianity from the time of Ephesus, Chalcedon, the Schism of 1054, and the Protestant Reformation? Is there any hope of unity?		
USCCB.EE.VI.D.1	<p>There were various reasons for the divisions.</p> <ul style="list-style-type: none"> <li>•a. In each case, there were disagreements about doctrine.</li> <li>•b. In each case, some degree of politics also contributed to the fractures.</li> </ul>	
USCCB.EE.VI.D.2	<p>Since Vatican II, the Catholic Church has initiated and sponsored many meetings and dialogues with hope for movement toward unity. Positive outcomes include the following:</p> <ul style="list-style-type: none"> <li>•a. A willingness to meet face to face for prayer and dialogue.</li> <li>•b. Occasional joint statements on matters of doctrine and belief (e.g., joint statement with Anglicans on Mary, joint statement with Lutherans on justification).</li> </ul>	