

CHURCH HISTORY STANDARDS

The standards for the Church History Course at Sacred Heart Cathedral Preparatory are cross-referenced parenthetically with *Doctrinal Elements of a Curriculum Framework for the Development of Catechetical Materials for Young People of High School Age* by the United States Catholic Conference of Bishops (2008), with special attention to the following curricular areas: III. The Mission of Jesus Christ (The Paschal Mystery), IV. Jesus Christ's Mission Continues in the Church, V. Sacraments as Privileged Encounters with Christ, and Elective Option B. History of the Catholic Church.

Standard #1: Sacraments

Students will understand the belief that the sacraments are privileged encounters with Christ. Students will examine each of the seven sacraments in detail, and the overarching ideas of the sacramental nature of the church (V. Sacraments as Privileged Encounters with Jesus Christ) and the sacramental nature of creation.

Knowledge:

1. List the seven sacraments
2. Define the term sacrament in their own words
3. Explain the significance of sacraments to Catholics and Catholic life
4. Know the origin of each sacrament in the New Testament and church history
5. Describe the development of each sacrament in church history
6. Know the elements and ritual of each sacrament
7. State the ordinary (and extraordinary) minister of each sacrament

Skills and/or Understandings:

8. Compare and contrast Catholic sacraments with sacraments in the Orthodox tradition and Protestant denominations
9. Distinguish among the seven sacraments, the sacramental nature of the Church, and the sacramental nature of creation

Reasoning:

10. Evaluate what activities of the Church make it sacramental
11. Research and synthesize the critical components of a sacrament
12. Prioritize which sacraments would be more important based on a hypothetical situation

Standard #2: Liturgy and prayer

Students will understand the vital role of liturgy and prayer in the life of a believer and the development of expressions of liturgy and prayer in the history of the Church. (III. The Mission of Jesus Christ, VI.) From The Constitution on the Sacred Liturgy, #14, the people of God are called to full, conscious, and active participation in the liturgy. We are to pray, sing, respond, during the Mass #10. The liturgy is the summit toward which the activity of the Church is directed; it is also the fount from which all her power flows.

Knowledge:

1. Define the word "liturgy"
2. Identify the liturgical seasons and liturgical calendar
3. Recognize key Catholic days of celebration and commemoration as manifested in a variety of cultures
4. Identify the two parts of the Mass: Liturgy of the Word and Liturgy of the Eucharist

5. List the different liturgical expressions of the Liturgy of the Hours and the Sacraments
6. Explain how the house churches functioned.

Skills and/or Understandings:

6. Discuss various modes of prayer that have developed in the Tradition (for example, the Liturgy of the Hours, centering prayer, *Lectio Divina*, chant, Stations of the Cross, and the Spiritual Exercises of St. Ignatius)

Reasoning:

7. Appraise the relevance of Catholic prayer experiences for modern life today
8. React to the following statement from The Constitution on the Sacred Liturgy: The people of God are called to full, conscious, and active participation in the liturgy (#14). The liturgy is the summit toward which the activity of the Church is directed; it is also the fount from which all her power flows (#10).

Standard #3: Church-state relations

Students will understand the development of church-state relationships throughout history and the effects on individual Christians, the Church, and the development of Western culture. (Option B: History of the Catholic Church, II. History of Church in Post-Apostolic Times)

Knowledge:

1. Define the Edict of Milan
2. Describe Constantine's and Theodosius' roles in the church and empire
3. Explain the concept of Caesaro-papism
4. Identify church-state issues in the histories of Ambrose and Leo I
5. State the events leading up to the crowning of Charlemagne
6. Explain lay investiture in the Middle Ages leading to the Concordat of Worms
7. Explain how separation of church and state exists in the United States and other modern democracies, for example France
8. State the difference between the concepts of City of God and City of Man and the relationship between the two
9. Describe how church-state relations were distinctive in the West and in the East and how those relations contributed to the Great Schism

Skills and/or Understanding:

10. Compare and contrast the concepts of church-state entanglement and church-state cooperation

Reasoning:

11. Justify what they believe a proper relationship between church and state is, in light of Catholic history and the American idea of separation of church and state
12. Generate a list of qualities of a good political leader and a good Christian leader and synthesize the list with historical and/or contemporary examples

Standard #4: Ecclesiology

Students will understand that in and through the Church, they encounter the living Christ. They will examine the Church's foundation by Christ through the Apostles and how the Holy Spirit sustains the Church. The students will come to know that the Church is the living Body of Christ today and that this Body has both human and divine elements. (IV. Jesus Christ's Mission Continues in the Church)

Knowledge:

1. Define *Ecclesiology*
2. List the *Models of the Church*
3. Know the basic story of the *Foundation of the Church* from the New Testament
4. Know the roles of *Apostles, Bishops, Clergy, and Laity*
5. Identify examples of apostolic succession throughout Church history

Skills and/or Understandings:

6. Discuss the complementary vocations of *Clergy and Laity*
7. Compare and contrast the similarities and differences among various *Models of the Church*
8. Discuss the Church's concept of *Magisterium and Authority*
9. Distinguish among being Catholic Christian, non-Catholic Christian, and non-Christian believer in light of the *Teaching of Vatican II* and 21st century *Ecumenism*
10. Compare and contrast the *Human and Divine Elements of the Church* and explore the unity of these two elements in forming the *One Body of Christ*

Reasoning:

11. Evaluate the role of the *Holy Spirit* in sustaining the Church
12. Consider instances of the Catholic church's commitment to social justice and the option for the poor as an essential component of being an *ekklesia* throughout Church history from the Apostolic era through the post-Vatican II era

Standard #5: Vatican II

Students will understand the significance of the pivotal role of this Church Council in the areas of the liturgy, the Church's understanding of itself, ecumenism, and the Church's relationship with the modern world. (Option B II. 15 "Vatican Council II Pastoral Approach to the World")

Knowledge:

1. Define *Ecumenical Council*
2. List the major *Documents of Vatican II* and the topic of each
3. Know the *Historical Background of Vatican II*, including the following:
Aggiornamento, Pope John XXIII, and Pope Paul VI

Skills and/or Understandings:

4. Compare and contrast the roles of the *Clergy and Laity* in the life of the Church before and after *Vatican II*
5. Discuss the *Liturgical Changes of Vatican II* in relation to the *History of the Liturgy* (i.e.: the liturgy of earlier periods)

Reasoning:

6. Prioritize the *Major Changes of Vatican II* in terms of their importance to the *Life of the Church*
7. Evaluate the following statement: All of Vatican II can be summed up as a change in attitude toward *Laity, Liturgy, and Ecumenism*

Standard #6: History of the articulation of the dogma (fundamental articles) of Catholic faith (Christology, Trinity, grace, original sin, the creeds, etc.)

Students will understand the development of the Nicene creed and its understanding by the Church, and Catholic belief in grace, original sin, the mystery of the Blessed Trinity, the

mystery of Jesus Christ, the apostolic nature of the Church guided by the Holy Spirit, etc. (Option B, II. 2.D., virtually the entire Framework is regarding dogma)

Knowledge:

1. Define *Christology, grace, original sin, free will, creed, mystery, apostolic*
2. Describe the relationships within the Blessed Trinity
3. Describe Jesus Christ as the Incarnation

Skills and/or Understandings:

4. Analyze the major elements of the Nicene Creed (for example: *Trinity, Virgin Birth, Passion/Death/Resurrection, Ascension, Judgment, One/Holy/Catholic/Apostolic, Baptism and Forgiveness, Resurrection of the Body, Afterlife*)
5. Relate the concepts of original sin, free will, and grace to one another and to the Church's teaching about redemption
6. Articulate the role of the *Holy Spirit* in sustaining the Church
7. Relate the dogma to its historical context, (for example, understanding how heresies prompted the Church to clarify statement of dogma)

Reasoning:

8. Evaluate the concepts outlined in the Nicene Creed in terms of the living of a faith-filled Christian life
9. Evaluate the role of dogma within the lived experience of the Church, (for example, considering the following statement: Whatever evil is committed in the name of the Church is the responsibility of its flawed human members, but whatever good the Church does is the result of the guiding action of the Holy Spirit.)

Standard #7: Saints and martyrs

Students will explore the treasure of the Catholic tradition articulated in the Communion of Saints throughout the Apostolic era, the Middle Ages, and into contemporary cultures. They will meet the leaders and witnesses that have sacrificed their lives to spread the Gospel of Jesus. (Section II, #4 D 1; Section III, #7 B all)

Knowledge:

1. Recognize the names and be able to tell the stories of major saints and martyrs throughout the ages of Catholic history
2. Define the words: martyr and saint

Skills and/or Understandings:

3. Articulate the mystery of the *Communion of Saints*
4. Relate the effort and suffering endured by the saints and martyrs to their lasting legacy. (Sacred Heart Cathedral Preparatory as a work of the Christian Brothers and the Daughters of Charity)
5. Analyze the complex relationship of political, economic, and religious forces that have demanded the witness of martyrdom

Reasoning:

6. Evaluate the witness of the saints and martyrs in relationship to our contemporary lives. (Are we willing to sacrifice for others and for our faith?)
7. Consider the role of suffering in redemption. (Beginning with the Paschal Mystery through struggles for social justice in the modern world)

Standard #8: Monasticism, Religious Orders, and SHCP's Lasallian/Vincentian heritage

Students will understand the development of monasticism and other forms of consecrated religious life, especially the orders of the Daughters of Charity and the Brothers of the Christian Schools. They will understand consecrated religious life as a specific form of response to the call of Jesus throughout Church History. (Option B. II. 2. The Age of the Fathers of the Church, 3. The Roman Church of the West, 4. The Church of the Middle Ages, 7. The Call for Reform; Option D. V. The Consecrated Life)

Knowledge:

1. Describe the meanings of the vows of poverty, chastity, and obedience
2. Define charism
3. State the Vatican II priority for religious orders to renewal and re-discovery of their unique charisms, histories, and stories of their founders
4. Explain how Christians sought a rigorous spirituality through monasticism in reaction to the legalization of Christianity and how monasticism promoted scholarship and evangelization in the Middle Ages
5. Identify the Benedictine charism of *ora et labora*
6. Recall major figures and their stories in the history of monasticism: St. Anthony of the Desert, St. Basil, St. Jerome, St. Benedict, St. Scholastica, St. Patrick, St. Brigid, St. Gregory the Great, St. Boniface, St. Bede, the Cluny reformers, and St. Bernard of Clairveaux
7. Identify the rise of the mendicant orders as reform movements in the Church in the High Middle Ages
8. Recall major figures and their stories in the history of the mendicant orders: St. Dominic de Guzman, St. Thomas Aquinas, St. Catherine of Siena, St. Francis of Assisi, and St. Clare of Assisi
9. Explain the unique histories, charisms, and vows of the Brothers of the Christian Schools and the Daughters of Charity
10. Recall the life stories of St. Vincent de Paul, St. Louise de Marillac, and St. John Baptist de La Salle

Skills and/or Understandings:

11. Practice contemplative meditation
12. Distinguish among and categorize several major religious orders and the different types of vowed religious life in the Catholic Church: Benedictines, Dominicans, Franciscans, Carmelites, Jesuits, Daughters of Charity, and the Brothers of the Christian Schools

Reasoning:

13. Assess the relevance of a contemplative lifestyle for today's world and suggest ways to incorporate contemplative practices into modern life
14. Discern the degree to which they can incorporate into their own lives a better balance of work, study, prayer, rest, recreation, and service
15. Evaluate how well SHCP lives up to its Lasallian and Vincentian charisms
16. Self-evaluate how well they are personally incorporating the Lasallian and Vincentian charisms in their own lives

Standard #9: Missionary Church

Students will understand the Church as a living and growing society which is, at once, both humanly and divinely created over time. Students will examine the spread of the Church from

Jerusalem into the rest of the Mediterranean region with the Apostles, the conversion of the tribes of Europe, and the missionary expansion prompted by the Age of Exploration and continuing today (IV. Jesus Christ's Mission Continues in the Church—I-A-5, D, IV-A-C, V-A, VI-A-C-D).

Knowledge:

1. Define the term mission as it relates to “a sending forth”
2. Relate important details of the missionary journeys of Paul
3. Describe the conversions of important persons and peoples of Europe: Constantine and the Romans, the Irish, Clovis and the Franks, other German tribes, Scandinavia, the Slavs, Vladimir and the Russians, etc.
4. Identify the Line of Demarcation
5. Relate important details of the missionary activities of the Church in Latin America, Asia, Africa, etc.

Skills and/or Understandings:

6. Compare and contrast the values, goals, and behaviors of the colonists with those of the missionaries in various areas during the Age of Exploration
7. Compare and contrast the missionary approaches of the Jesuits with those of other orders such as the Franciscans
8. Discuss cultural influences on Church practices

Reasoning:

9. Evaluate the relevance and appropriateness of modern missionary activity in light of the following passage from the Second Vatican Council, particularly in terms of converting someone from another religion:

Religions, however, that are bound up with an advanced culture have struggled to answer the same questions by means of more refined concepts and a more developed language. Thus in Hinduism, men contemplate the divine mystery and express it through an inexhaustible abundance of myths and through searching philosophical inquiry. They seek freedom from the anguish of our human condition either through ascetical practices or profound meditation or a flight to God with love and trust. Again, Buddhism, in its various forms, realizes the radical insufficiency of this changeable world; it teaches a way by which men, in a devout and confident spirit, may be able either to acquire the state of perfect liberation, or attain, by their own efforts or through higher help, supreme illumination. Likewise, other religions found everywhere try to counter the restlessness of the human heart, each in its own manner, by proposing "ways," comprising teachings, rules of life, and sacred rites. The Catholic Church rejects nothing that is true and holy in these religions. She regards with sincere reverence those ways of conduct and of life, those precepts and teachings which, though differing in many aspects from the ones she holds and sets forth, nonetheless often reflect a ray of that Truth which enlightens all men. Indeed, she proclaims, and ever must proclaim Christ "the way, the truth, and the life" (John 14:6), in whom men may find the fullness of religious life, in whom God has reconciled all things to Himself. (4)

The Church, therefore, exhorts her sons, that through dialogue and collaboration with the followers of other religions, carried out with prudence and love and in witness to the Christian faith and life, they recognize, preserve and promote the

good things, spiritual and moral, as well as the socio-cultural values found among these men...

The Church reproveth, as foreign to the mind of Christ, any discrimination against men or harassment of them because of their race, color, condition of life, or religion. (Declaration of the Relation of the Church to Non-Christian Religions)

10. Evaluate the statement, "Christian disunity is a scandal that discourages converts in mission lands and around the world," in light of the follow quote from the Second Vatican Council:

Thus it is plain that missionary activity wells up from the Church's inner nature and spreads abroad her saving Faith. It perfects her Catholic unity by this expansion. It is sustained by her apostolicity. It exercises the collegial spirit of her hierarchy. It bears witness to her sanctity while spreading and promoting it. Thus, missionary activity among the nations differs from pastoral activity exercised among the faithful as well as from undertakings aimed at restoring unity among Christians. And yet these two ends are most closely connected with the missionary zeal(15) because the division among Christians damages the most holy cause of preaching the Gospel to every creature(16) and blocks the way to the faith for many. Hence, by the very necessity of mission, all the baptized are called to gather into one flock, and thus they will be able to bear unanimous witness before the nations to Christ their Lord. And if they are not yet capable of bearing witness to the same faith, they should at least be animated by mutual love and esteem. (Decree on the Mission Activity of the Church)

Standard #10: Art and Architecture

Students will understand a variety of images and expressions of faith in Christ throughout Church History and the intersection of human and divine elements in those images and expressions. (Option B: History of the Catholic Church, II. 1. B all; II. 2. A. all; II. 4. B. 3, 6; II. 6. B. all; II. 7. E. 2)

Knowledge:

1. Summarize the early Christian progression of private worship in house churches (*ekklesia, kyriakon, domus Dei*) to public worship in the Roman basilica after the Edict of Milan
2. Label the structural parts of the cruciform basilica
3. Give examples of the sacramental, public, civil, economic, and social functions of cathedrals, especially in the Middle Ages
4. Identify major Renaissance works including those by Giotto, Fra Angelico, Masaccio, Michelangelo, Rafael, Bellini, and Bernini; and especially St. Peter's Basilica, the Papal Apartments, and the Sistine Chapel
5. Describe the confidence of the Counter-Reformation Church through examination of Baroque architecture and concert-style Masses

Skills and/or Understandings:

6. Distinguish between the process of writing icons and their theology in the Orthodox tradition, and the place of religious art in the Roman Catholic Tradition
7. Compare and contrast the Romanesque and Gothic styles of medieval cathedral architecture
8. Infer elements of modern Catholic spirituality by exploring a post-Vatican II cathedral

9. Produce models of Christian art and architecture (illuminations, icons, and/or cathedrals)

Reasoning:

10. Appraise the degree to which selected artists and works of art express humankind's faith in God and God's faith in humankind