

## The Celebration of the Christian Mystery

The second part of the Catechism explains how God’s salvation, accomplished once for all through Christ Jesus and the Holy Spirit, is made present in the sacred actions of the Church’s liturgy (Section One), especially in the seven sacraments (Section Two).

### Unit D: Vocation and Discernment

Who is He calling me to be? Everyone is called to discern God’s will for him/her; this discernment requires an understanding of vocation – state of life – and career. Within this discernment is the understanding of God’s will, the community’s call to us and our response to the call.

- ✓ Strongly recommended that a priest or religious be invited to teach the learning outcomes specific to the religious vocations.

Prescribed Learning Outcomes	Suggested Achievement Indicators
<p><i>It is expected that students will:</i></p>	<p><i>The following set of indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome.</i></p> <p><i>Students who have fully met the Prescribed Learning Outcome are able to:</i></p>
<p>D1 distinguish between profession and vocation.</p>	<p>create a Venn diagram to compare/contrast profession and vocation using the information from the CCC #542, 1907)</p> <p>prepare questions for a speaker who will share how he/she is living the faith in his/her profession.</p>
<p>D2 describe how chastity is lived out in these states of life: single, religious, consecrated virginity, priesthood and married.</p>	<p>complete a graphic organizer with three highlights, two challenges and one question in response to a speaker (priest or religious) who shared his/her personal story.</p> <p>develop an age-appropriate presentation for junior students on the value of chastity.</p>

<p>D3 differentiate between primary and secondary vocations.</p>	<p>illustrate the difference between primary (call to holiness) and secondary (five states) vocations interview a family member, priest, or religious to provide examples of primary and secondary vocations.</p>
<p>D4 define discernment and charism with respect to:</p> <ul style="list-style-type: none"> <li>- God's call</li> <li>- Community's calling</li> <li>- Our response</li> </ul>	<p>complete or create a charism inventory (based on CCC #799-801, 951) paraphrase the Church's teaching about discernment (CCC #1729) interpret an appropriate scripture (e.g.: 1 Samuel 3, Romans 12, 1 Corinthians 12) in relation to their own discernment process and gifts</p>
<p>D5 recognize the sacrament of marriage as free, full, faithful and fruitful (the Four Fs).</p>	<p>list and explain examples of relationships and behaviors, in and outside of marriage, that do not reflect the Four Fs. Illustrate the Church's teaching of the Sacrament of Marriage (CCC #1601)</p>
<p>D6 compare common-law and civil unions to sacramental and non-sacramental church marriage.</p>	<p>debate whether common-law relationships are helpful or hurtful to marriage in Canada. compare and contrast BC marriage law to the sacrament of marriage.</p>
<p>D7 distinguish between divorce and annulment.</p>	<p>draw a t-chart that distinguishes the characteristics of divorce and annulment in response to a presentation by a Marriage Tribunal representative. review the marriage preparation course highlighting the characteristics of healthy marriages.</p>
<p>D8 explain the two-fold purpose of sexual intercourse in marriage as unitive and procreative.</p>	<p>research the consequences of separating the two purposes of marriage (e.g. increased number of children born out of wedlock; increased abortions; increased divorces).</p>
<p>D9 explain Natural Family Planning (NFP).</p>	<p>contrast NFP and Planned Parenthood websites and create a poster illustrating the different perspectives. critique and debate the information presented on NFP.</p>