



COMMON CORE INVENTION

ALIGNMENTS: Core SLOs // Seven Themes of Catholic Social Teaching

Catholic Social Teaching [CST] articulates the Church’s vision for justice and building community congruent with Judeo-Christian values. CST is expressed in papal, conciliar and episcopal documents. The wisdom of the tradition is frequently presented in seven themes which are at the heart of the tradition. Here are a few examples of how our SLOs align. [<http://www.usccb.org/beliefs-and-teachings/what-we-believe/catholic-social-teaching/seven-themes-of-catholic-social-teaching.cfm>]

Human life is sacred and the dignity of the human person is the foundation of a moral vision for society. This belief is the foundation of all the principles of CST.	SLO 1. Examine actions and vocations in dialogue with the Catholic, Jesuit tradition. SLO 7. Evaluate the extent to which social systems influence equity and reflect innate human dignity.
The person is not only sacred but also social. Marriage and the family are central social institutions that must be supported and strengthened. People have a right and a duty to participate in society, seeking together the common good and well-being of all, especially the poor and vulnerable.	SLO 7. Evaluate the extent to which social systems influence equity and reflect innate human dignity. SLO 8. Collaborate with others toward a common goal.
Human dignity can be protected and a healthy community can be achieved only if human rights are protected and responsibilities are met. Therefore, every person has a fundamental right to life and a right to those things required for human decency. Corresponding to these rights are duties and responsibilities--to one another, to our families, and to the larger society.	SLO 5. Analyze how diverse identities influence students’ lives and the lives of others. SLO 6. Recognize transnational or global interdependence.
A basic moral test is how our most vulnerable members are faring. In a society marred by deepening divisions between rich and poor, CST recalls the story of the Last Judgment (Mt 25:31-46) and instructs us to put the needs of the poor and vulnerable first.	SLO 7. Evaluate the extent to which social systems influence equity and reflect innate human dignity. SLO 9. Apply and acquire knowledge through engagement beyond the University.
The economy must serve people, not the other way around. Work is more than a way to make a living; it is a form of continuing participation in God’s creation. If the dignity of work is to be protected, then the basic rights of workers must be respected--the right to productive work, to decent and fair wages, to the organization and joining of unions, to private property, and to economic initiative.	SLO 2. Integrate knowledge from multiple disciplines to address complex questions. SLO 5. Analyze how diverse identities influence students’ lives and the lives of others. SLO 7. Evaluate the extent to which social systems influence equity and reflect innate human dignity.
We are one human family whatever our national, racial, ethnic, economic, and ideological differences. We are our brothers’ and sisters’ keepers, wherever they may be. Loving our neighbor has global dimensions in a shrinking world. At the core of the virtue of solidarity is the pursuit of justice and peace. Pope Paul VI taught that if you want peace, work for justice. ¹ The Gospel calls us to be peacemakers. Our love for all our sisters and brothers demands that we promote peace in a world surrounded by violence and conflict.	SLO 6. Recognize transnational or global interdependence. SLO 9. Apply and acquire knowledge through engagement beyond the University.
We show our respect for the Creator by our stewardship of creation. We are called to protect people and the planet, living our faith in relationship with all of God’s creation.	SLO 6. Recognize transnational or global interdependence.