

LIVE JESUS IN OUR HEARTS

MORALITY AND GOD'S LOVE



saint mary's press

UNIT 1

Foundational Principles for Christian Morality

How do I know what is “good”?

OVERVIEW

Unit Summary

This unit provides the foundation for living an authentic moral life. It explores God’s plan for our salvation, and how we have the freedom to choose goodness and union with God and one another or to choose evil and separation. The various forms of God’s Eternal Law are explored, as well as how they help us to make good choices. The unit closes by considering the nature of sin and what is required for a specific act to be sinful.

Learning Objectives

DESIRED RESULTS	
TRANSFER	ESTABLISHED GOALS
<i>Students will be able to independently use their learning to . . .</i>	
Articulate the importance of living a moral life and explain how to choose good acts and avoid evil acts.	<i>USCCB Framework Life in Jesus Christ: I.A.1–2, I.B.1–3; II.A.1–3, II.B.1, II.B.2, II.C.1–4; IV.A–D</i>

MEANING MAKING	
ENDURING UNDERSTANDINGS <i>Students will understand that . . .</i>	ESSENTIAL QUESTIONS <i>Students will keep considering . . .</i>
<p>U1. Our intellect and free will give us the ability to choose to follow God’s will and live a life of true happiness (beatitude).</p> <p>U2. God’s moral law is written in our heart and has been revealed in Scripture and Tradition.</p> <p>U3. The reality of sin is expressed in various ways in Scripture; sin is any thought, word, or action contrary to Eternal Law.</p>	<p>Q1. Why does it matter how I act?</p> <p>Q2. How do I know how God wants me to act?</p> <p>Q3. Is there really such a thing as sin?</p>
ACQUISITION	
KNOWLEDGE <i>Students will know . . .</i>	SKILLS <i>Students will be able to . . .</i>
<p>K1. Human beings are created in God’s image; thus, we have souls, intellect, and free will.</p> <p>K2. Original Sin has weakened human nature, making it more difficult to make good moral choices.</p> <p>K3. Jesus Christ calls us to a new vision of life, a happy and holy life, by teaching us how to live a life of beatitude.</p> <p>K4. Through participation in Christ’s Paschal Mystery, we are freed from sin (justified) and made holy (sanctified).</p> <p>K5. Eternal (Divine) Law reflects God’s will and purpose for creation, and moral law is a rational expression of Eternal Law.</p> <p>K6. All human beings have access to God’s moral law through our intellect and use of reason; this is called natural law.</p> <p>K7. God’s moral law is also revealed through the Old Law of the Old Testament and the New Law of Christ in the New Testament.</p> <p>K8. Jesus summarizes the New Law in the two Great Commandments, the Law of Love.</p> <p>K9. The Bible defines sin as rebelling against God, missing the mark, lawlessness, and living in the dark.</p> <p>K10. Three elements determine the morality of any human act: (1) the object, (2) the intention, and (3) the circumstances.</p> <p>K11. Venial sins are less serious, weakening our relationship with God, but mortal sins are very serious, potentially resulting in eternal separation from God.</p> <p>K12. Sin that becomes a structural part of society is called social sin and requires society to change the structures that allow these sins to continue.</p>	<p>S1. Read, analyze, and creatively interpret Scripture passages.</p> <p>S2. Explain how the accounts in the first three chapters of Genesis reveal God’s plan for humanity.</p> <p>S3. Apply biblical teachings to living a life of beatitude and moral goodness today.</p> <p>S4. Creatively display how the Beatitudes are lived out.</p> <p>S5. Analyze personal interviews to understand what Christians mean by faith in Christ and its connection to the moral life.</p> <p>S6. Articulate how faith in Christ leads to our justification and sanctification.</p> <p>S7. Demonstrate the connection between Eternal Law, moral law, the Old Law, and the New Law of Love.</p> <p>S8. Symbolically represent theological concepts related to the Old Law and the New Law.</p> <p>S9. Explain different biblical concepts of sin.</p> <p>S10. Critically discern the three elements present in moral situations.</p> <p>S11. Prayerfully reflect on the consequences of sin and the healing power of forgiveness.</p>

UNIT 2

Honoring God

Does it really matter how
I think about God?

OVERVIEW

Unit Summary

This unit examines the values promoted by the first three commandments: placing our trust in God and God alone, having respect and reverence for that which is holy, and preserving holiness by taking care of ourselves, serving others, and receiving the graces of the sacraments. The various sins against the first three commandments are explained, and practical ways to observe these commandments are discussed.

Learning Objectives

DESIRED RESULTS	
TRANSFER	ESTABLISHED GOALS
<i>Students will be able to independently use their learning to . . .</i>	
Explain the values underlying the first three commandments and how those values are lived out, contributing to a person's holiness.	<i>USCCB Framework Life in Jesus Christ: II.B.1.a.1–3</i>

MEANING MAKING	
ENDURING UNDERSTANDINGS <i>Students will understand that . . .</i>	ESSENTIAL QUESTIONS <i>Students will keep considering . . .</i>
<p>U1. The First Commandment calls us to have complete faith in God, to put our hope in him, and to love him completely, without holding back anything.</p> <p>U2. The Second Commandment calls us to give God our complete respect, honoring him in our every thought, word, and deed.</p> <p>U3. The Third Commandment calls us to set time aside for the worship of God, rest and leisure, works of service and charity, and quality time with our families.</p>	<p>Q1. Is there still such a thing as false gods?</p> <p>Q2. Why does it matter how I use God’s name?</p> <p>Q3. Why should Sunday be different from any other day?</p>
ACQUISITION	
KNOWLEDGE <i>Students will know . . .</i>	SKILLS <i>Students will be able to . . .</i>
<p>K1. The First Commandment is a natural expression of the Theological Virtues of faith, hope, and love.</p> <p>K2. In biblical times, idolatry was primarily seen as worshipping gods other than Yahweh.</p> <p>K3. In today’s world, idolatry is letting something other than God—wealth, fame, addictive behaviors, etc.—take the place of God.</p> <p>K4. Sins against the First Commandment include superstition, magic, sacrilege, simony, atheism, and agnosticism.</p> <p>K5. Profanity treats something sacred as if it were ordinary or meaningless. The opposite of profanity is reverence.</p> <p>K6. To dishonor a person’s name or God’s name is to dishonor the person or God.</p> <p>K7. The Second Commandment requires that we keep our vows with one another and our commitments with God.</p> <p>K8. Sins against the Second Commandment include profaning the name of God and the saints, blasphemy, and perjury.</p> <p>K9. The Bible reveals that the Sabbath is a reminder of God’s saving power and a reminder of our sacred covenant with him.</p> <p>K10. God established the Sabbath as a time of renewal, healing, and justice.</p>	<p>S1. Read, analyze and creatively interpret Scripture passages.</p> <p>S2. Explain how all the commandments depend on the First Commandment.</p> <p>S3. Identify modern forms of idolatry.</p> <p>S4. Reflect on their life’s mission.</p> <p>S5. Pray using the prayer form of praise.</p> <p>S6. Conduct academic research on theological topics.</p> <p>S7. Explain what an icon is and how it is a way of showing reverence.</p> <p>S8. Provide arguments defending the importance of making and keeping lifelong vows.</p> <p>S9. Explain the various types of sin against the First and Second Commandments.</p> <p>S10. Explain how the Sabbath came to be celebrated on Sunday, the Lord’s Day.</p>

ACQUISITION <i>cont.</i>	
KNOWLEDGE <i>Students will know . . .</i>	SKILLS <i>Students will be able to . . .</i>
<p>K11. Early Christians moved the Sabbath from Saturday to Sunday, calling it the Lord's Day and celebrating the Eucharist in honor of Christ's Resurrection.</p> <p>K12. We keep the Sabbath holy by attending Mass, performing works of charity and service, and resting from unnecessary work.</p>	<p>S11. Identify the obstacles to keeping the Lord's Day holy.</p> <p>S12. Interpret the symbolic meaning of a creative spiritual story.</p>

UNIT 3

Obedience, Honesty, and Justice

Why should I worry about how my choices affect other people?

OVERVIEW

Unit Summary

This unit examines the values promoted by the Fourth, Seventh, Eighth, and Tenth Commandments: respecting the authority of parents and civil and religious leaders, avoiding the false realities created by dishonesty and lies, and seeking the honest and just distribution of the world's goods. The various sins against these commandments are explained, and practical ways to observe these Commandments are discussed.

Learning Objectives

DESIRED RESULTS	
TRANSFER	ESTABLISHED GOALS
<i>Students will be able to independently use their learning to . . .</i>	
Explain the values underlying the Fourth, Seventh, Eighth, and Tenth Commandments and how those values can be lived out.	<i>USCCB Framework Life in Jesus Christ: II.B.4, II.B.7, II.B.8, II.B.10</i>

MEANING MAKING	
ENDURING UNDERSTANDINGS <i>Students will understand that . . .</i>	ESSENTIAL QUESTIONS <i>Students will keep considering . . .</i>
<p>U1. The Fourth Commandment calls us to respect and obey people with authority, whom God has placed in our lives to educate and protect us and who are responsible for order and justice in the world.</p> <p>U2. The Eighth Commandment calls us to a life of integrity, avoiding the pain and illusion that are caused by living without honesty.</p> <p>U3. The Seventh and Tenth Commandments call us to be just in how we use and distribute the goods of the Earth, avoiding greed and envy.</p>	<p>Q1. When is it important to obey other people?</p> <p>Q2. What harm is there in telling a little lie?</p> <p>Q3. What is the connection between stealing and injustice?</p>
ACQUISITION	
KNOWLEDGE <i>Students will know . . .</i>	SKILLS <i>Students will be able to . . .</i>
<p>K1. The Fourth Commandment is about more than just obeying parents; it is about respecting all authorities who work in cooperation with God’s plan.</p> <p>K2. Families are the building blocks of society, established by God to be loving and supportive communities.</p> <p>K3. Parents and children have distinct and complementary responsibilities within the family structure.</p> <p>K4. The Fourth Commandment calls us to be faithful citizens, working with public leaders to promote the common good of society.</p> <p>K5. God is truth and calls us to live in the light of truth and not in the darkness caused by lies and illusions.</p> <p>K6. The Eighth Commandment calls us to be people of integrity, people who are true to their word and trustworthy.</p> <p>K7. Sins against the Eighth Commandment include private and public lies, detraction and calumny, adulation and boasting.</p> <p>K8. We must work for honesty in society, calling for truth and integrity in the media and in the arts.</p> <p>K9. The Seventh and Tenth Commandments witness to the basic moral truth that God has given the Earth and all its resources to the whole human race to care for and to share fairly.</p>	<p>S1. Read, analyze, and creatively interpret Scripture passages.</p> <p>S2. Explain how the Holy Trinity is a model of loving relationships for families.</p> <p>S3. Identify the responsibilities that children and parents have toward each other.</p> <p>S4. Analyze various forms of media in order to identify theological themes.</p> <p>S5. Provide logical reasoning connecting the Fourth Commandment to public life and responsibilities.</p> <p>S6. Conduct academic research on theological topics.</p> <p>S7. Use visual representations to analyze complex relationship patterns.</p> <p>S8. Explain the connection between sacrifice, martyrdom, and truth.</p> <p>S9. Identify the consequences of sins against truth, and identify possible reparations for such sins.</p>

ACQUISITION <i>cont.</i>	
KNOWLEDGE <i>Students will know . . .</i>	SKILLS <i>Students will be able to . . .</i>
<p>K10. The teachings of Jesus and the social doctrine of the Church call us to be just in our distribution of the Earth's resources; hoarding wealth is wrong when others lack basic human needs.</p> <p>K11. Social justice needs to be applied to many areas of society such as labor issues, environmental issues, and international trade.</p> <p>K12. Envy and greed are the capital sins against the Seventh and Tenth Commandments that can lead to other sins, such as cheating, theft, lying, plagiarism, and even violence and war.</p>	<p>S10. Provide compelling arguments for the Church's involvement in social issues.</p> <p>S11. Apply the Church's social doctrine to contemporary social issues.</p> <p>S12. Identify specific and effective ways to combat the temptations of envy and greed.</p>

UNIT 4

Respecting Life and Sexuality

How is God calling me to respect life and sexuality?

OVERVIEW

Unit Summary

This unit examines the values promoted by the Fifth, Sixth, and Ninth Commandments: respecting and protecting human life from the moment of conception to natural death and respecting and protecting God's plan for human sexuality. Practical ways to observe these commandments are discussed, and the various sins against these commandments are explained.

Learning Objectives

DESIRED RESULTS	
TRANSFER	ESTABLISHED GOALS
<i>Students will be able to independently use their learning to . . .</i>	
Explain the values underlying the Fifth, Sixth, and Ninth Commandments and how those values can be lived out.	<i>USCCB Framework Life in Jesus Christ: II.B.5, II.B.6, II.B.9, II.C.5; III.G.5</i>

MEANING MAKING	
ENDURING UNDERSTANDINGS <i>Students will understand that . . .</i>	ESSENTIAL QUESTIONS <i>Students will keep considering . . .</i>
<p>U1. The Fifth Commandment calls us to respect and protect all human life, from conception to natural death, because all human life is sacred, created by God for eternal life.</p> <p>U2. The Sixth and Ninth Commandments call us to a life of chastity, using the great gift of sexuality for the nuptial and generative ends God intended.</p>	<p>Q1. How can I show my respect for life?</p> <p>Q2. Why is sex okay in marriage only?</p>
ACQUISITION	
KNOWLEDGE <i>Students will know . . .</i>	SKILLS <i>Students will be able to . . .</i>
<p>K1. The Fifth Commandment is about more than murder; it calls us to a deep and radical respect for the sacredness of the human person.</p> <p>K2. Jesus' teaching helps us understand that any word or action that causes harm to another person is a sin against the Fifth Commandment.</p> <p>K3. Abortion is a serious sin and strongly forbidden by the Law of God.</p> <p>K4. Euthanasia, suicide, and the death penalty are sins against the sanctity of life.</p> <p>K5. Christians are called to be peacemakers and should avoid all violence except as a last resort in self-defense.</p> <p>K6. War is a great evil and can only be permitted when all the conditions for a just war are met.</p> <p>K7. Sexuality is a great gift, allowing human beings to share in God's life-giving power; when used wrongly, it has great power to harm people and relationships.</p> <p>K8. Pope Saint John Paul II taught that our bodies have a nuptial (creating intimacy) and generative (creating new life) meaning.</p> <p>K9. The Sixth and Ninth Commandments call all people to practice chastity, a life of sexual integrity.</p> <p>K10. Sexual sins such as fornication, cohabitation, prostitution, masturbation, and pornography, are all sins because they treat people as objects and do not use sex in the loving and life-giving way God intends.</p> <p>K11. Sins committed by married people against the Sixth and Ninth Commandments, such as adultery, divorce, artificial contraception, and artificial means of conception, separate the nuptial and generative purposes of sex from the natural act.</p>	<p>S1. Identify personal experiences that testify to the sacredness of life.</p> <p>S2. Conduct academic research on theological topics.</p> <p>S3. Explain why abortion, artificial conception, and euthanasia are morally wrong.</p> <p>S4. Discuss the moral implications of suicide and approaches to prevent suicide.</p> <p>S5. Provide logical reasoning for the Church's moral teaching on self-defense, war, and the death penalty.</p> <p>S6. Distinguish between immoral acts of violence and legitimate self-defense.</p> <p>S7. Explain the two ends of sexuality taught by Saint Pope John Paul II in his theology of the body.</p> <p>S8. Identify the values, attitudes, and behaviors that lead to sexual integrity and the values, attitudes, and actions that lead to sexual disintegration.</p> <p>S9. Define the connection between chastity and sexual integrity.</p> <p>S10. Provide logical reasoning for the Church's moral teaching on the true purpose of marriage, the permanence of marriage, and artificial contraception.</p> <p>S11. Identify and explain the sins against marriage.</p>

UNIT 5

Making Good Moral Choices

How can I live a good life, even when I sometimes miss the mark?

OVERVIEW

Unit Summary

This unit examines our call to become holy people, especially through our moral choices. It takes a close look at the different categories of grace, at the Cardinal and Theological Virtues, at the Seven Sacraments, and at individual conscience. These are all gifts, given to us by God to strengthen and guide us. The unit also discusses the importance of giving and receiving forgiveness and offers strategies for moving from resentment and revenge to forgiveness and healing.

Learning Objectives

DESIRED RESULTS	
TRANSFER	ESTABLISHED GOALS
<i>Students will be able to independently use their learning to . . .</i>	
Explain the values underlying the Fifth, Sixth, and Ninth Commandments and how those values can be lived out.	<i>USCCB Framework</i> Life in Jesus Christ: II.C.6; III.A–G

MEANING MAKING	
ENDURING UNDERSTANDINGS <i>Students will understand that . . .</i>	ESSENTIAL QUESTIONS <i>Students will keep considering . . .</i>
<p>U1. The Christian moral vision is not so much about avoiding sin as it is about becoming holy; God provides many gifts and moral guides to help us do this.</p> <p>U2. We all need to receive forgiveness as we pursue our moral life, and God eagerly waits to forgive us, only asking that we also forgive ourselves and others in return.</p>	<p>Q1. What guides should I look to when making a moral decision?</p> <p>Q2. How can I forgive someone who has done something really hurtful?</p>
ACQUISITION	
KNOWLEDGE <i>Students will know . . .</i>	SKILLS <i>Students will be able to . . .</i>
<p>K1. The goal of Christian morality is to live a holy life.</p> <p>K2. All people are called to holiness, lived out in whatever vocation God calls them to.</p> <p>K3. God helps us to live a holy life, strengthening us through grace and the Seven Sacraments.</p> <p>K4. Virtues are moral skills that we can develop; the most important virtues being the Cardinal Virtues and the Theological Virtues.</p> <p>K5. Our conscience is at work through all stages of moral decision-making.</p> <p>K6. We must always work at forming our conscience, and we must always obey the judgment of a certain conscience.</p> <p>K7. Jesus frequently talked about God’s forgiveness and requires his followers to be generous in their forgiveness of others.</p> <p>K8. Seeking forgiveness from God, especially through the Sacrament of Penance and Reconciliation, is a necessary part of the Christian moral life.</p> <p>K9. When we have sinned against others, we must seek forgiveness and make reparation for the harm we have caused.</p> <p>K10. When we fail to forgive others for the harm they have caused us, the anger and resentment we hold onto hurts our spiritual well-being.</p>	<p>S1. Investigate saints’ lives in order to identify what makes them models of holiness.</p> <p>S2. Analyze written quotes and identify their significance to specific theological concepts.</p> <p>S3. Explain the significance of the Cardinal Virtues in moral development.</p> <p>S4. Identify personal experiences of the Theological Virtues.</p> <p>S5. Analyze Christian artwork and identify the theological or spiritual themes the artist is portraying.</p> <p>S6. Make the connection between the specific graces bestowed by the Seven Sacraments and living a moral life.</p> <p>S7. Apply a formal moral decision-making process to specific moral situations.</p> <p>S8. Create a unified understanding of a theological topic by analyzing several texts that describe the topic from different perspectives.</p> <p>S9. Explain the significance of the elements of the reconciliation process: contrition, penance, absolution.</p> <p>S10. Create a prayer service on a specific religious theme.</p>