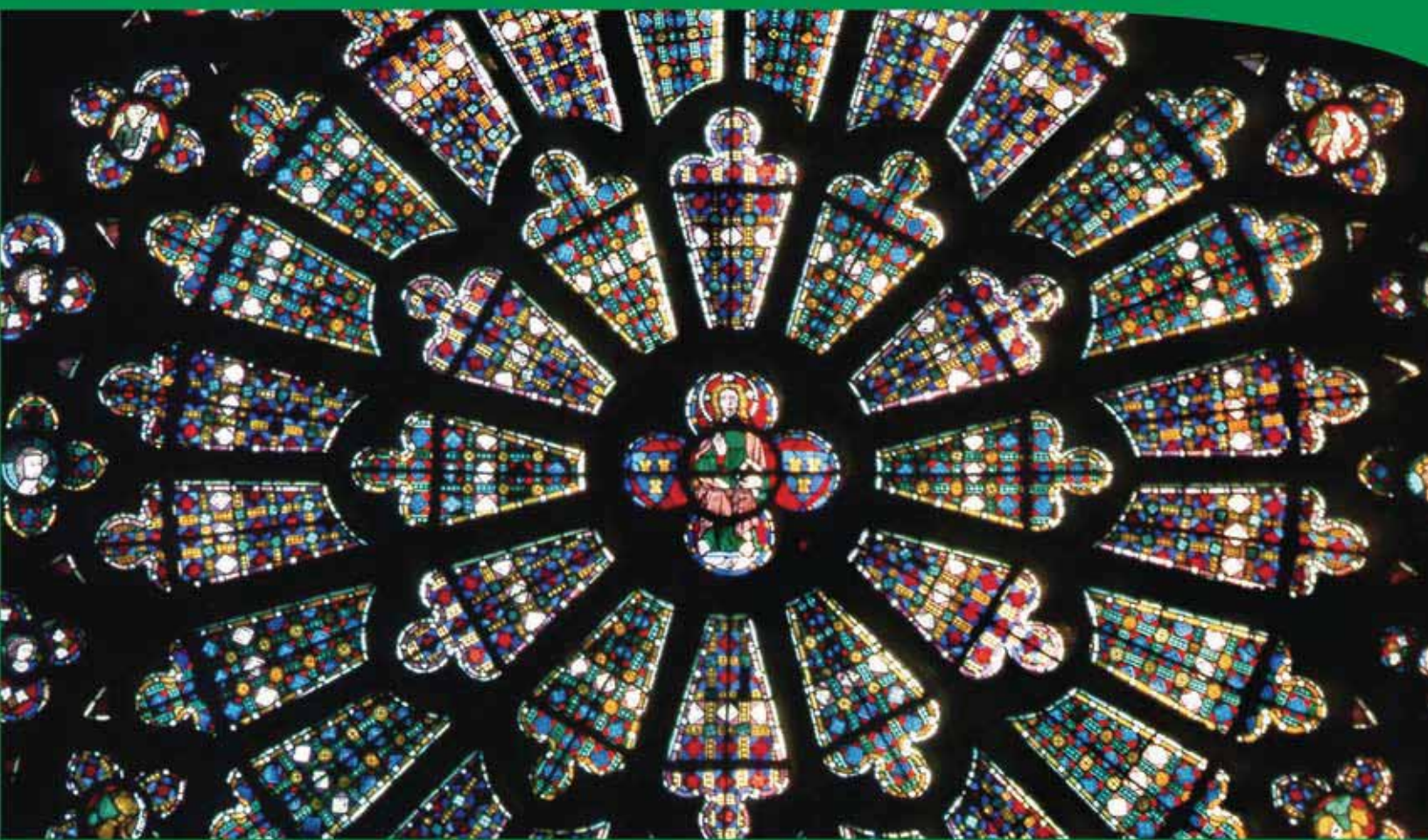


Living in Christ **Teacher Guide**

saint mary's press

Christian Morality

Our Response to God's Love



Marion M. Danforth

Titles in the Living in Christ Series

The Bible: The Living Word of God

Jesus Christ: God's Love Made Visible

The Paschal Mystery: Christ's Mission of Salvation

The Church: Christ in the World Today

The Sacraments: Encounters with Christ

Christian Morality: Our Response to God's Love

The New Testament: The Good News of Jesus Christ

Catholic Social Teaching: Christian Life in Society

Church History: Apostolic Times to Today

Vocations: Answering God's Call

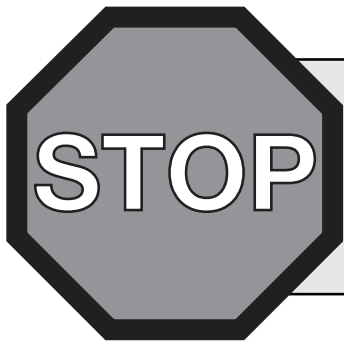
Christian Morality

Our Response to God's Love

TEACHER GUIDE

Living in Christ

Marion M. Danforth



To access the ancillary teaching resources for this course, go to <http://www.smp.org/resourcecenter/books/>



saint mary's press

This book is dedicated to Br. Michel Bettigole, J. D. Childs,
and Jason Curtis, who live and teach the life of Christ.
I also dedicate this book to the faculty, staff, and students
at Cardinal Gibbons High School, in Raleigh, North Carolina.

The publishing team included Gloria Shahin, editorial director; Brian Singer-Towns, development editor. Prepress and manufacturing coordinated by the production departments of Saint Mary's Press.

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Contents

Introducing the Living in Christ Series	7
Unit 1: Foundations of Morality: God’s Plan	16
Overview	16
Student Book Articles Addressed in this Unit:	
Article 1 – Created for Love and Happiness	
Article 2 – The Freedom to Choose	
Article 3 – New Life in Christ	
Article 4 – Justification and Sanctification	
Article 5 – Eternal Law	
Article 6 – Natural Moral Law	
Article 7 – Law and the Original Covenant	
Article 8 – Law and the New Covenant	
Article 9 – Moral Law and the Church	
Learning Experiences	20
Handouts	39
Unit 2: Sin and Salvation	66
Overview	66
Student Book Articles Addressed in this Unit:	
Article 10 – Sin in the Old Testament	
Article 11 – Sin in the New Testament	
Article 12 – Requirements for Sin	
Article 13 – Types of Sin	
Article 14 – Social Sin	
Learning Experiences	70
Handouts	85
Unit 3: Honoring God	106
Overview	106
Student Book Articles Addressed in this Unit:	
Article 15 – Living the First Commandment	
Article 16 – Idolatry, Ancient and Modern	
Article 17 – Other Sins against the First Commandment	
Article 18 – Reverence, Responding to the Sacredness of God	
Article 19 – Keeping Sacred Commitments	
Article 20 – Other Sins against the Second Commandment	
Article 21 – Observing the Sabbath	
Article 22 – The Sabbath and Sunday: A Short History	
Article 23 – Keeping Sunday Holy	
Learning Experiences	110
Handouts	123

Unit 4: Obedience and Truth	142
Overview	142
Student Book Articles Addressed in this Unit:	
Article 24 – The Importance of Families in God’s Plan	
Article 25 – Parent and Child Responsibilities	
Article 26 – Respect for Public Life	
Article 27 – Faithful Citizenship	
Article 28 – Honesty, the Key to Being Real	
Article 29 – Becoming a Person of Integrity	
Article 30 – Other Sins against Honesty	
Article 31 – Calling Society to Integrity	
Learning Experiences	146
Handouts	164
Unit 5: Living Justly	182
Overview	182
Student Book Articles Addressed in this Unit:	
Article 32 – The Moral Law and Material Possessions	
Article 33 – Called to Be Just	
Article 34 – Calling Society to Justice	
Article 35 – Envy and Greed	
Article 36 – Live Simply So Others May Simply Live	
Learning Experiences	186
Handouts	204
Unit 6: Respecting Life	224
Overview	224
Student Book Articles Addressed in this Unit:	
Article 37 – Life, God’s Greatest Gift	
Article 38 – Beginning-of-Life Issues	
Article 39 – End-of-Life Issues	
Article 40 – Called to Be Peacemakers	
Article 41 – Personal Health	
Learning Experiences	228
Handouts	246
Unit 7: Respecting Sexuality	268
Overview	268
Student Book Articles Addressed in this Unit:	
Article 42 – Sexuality, Sharing in God’s Life-Giving Power	
Article 43 – Chastity, the Key to Sexual Integrity	
Article 44 – Sins against Chastity	
Article 45 – The Christian Vision of Marriage and Sexuality	
Article 46 – Sins against the Dignity of Sexuality within Marriage	
Learning Experiences	273
Handouts	288

Unit 8: Making Moral Choices	316
Overview	316
Student Book Articles Addressed in this Unit:	
Article 47 – Called to Be Holy	
Article 48 – Grace	
Article 49 – The Cardinal Virtues	
Article 50 – The Theological Virtues	
Article 51 – The Sacraments	
Article 52 – The Role of Conscience	
Article 53 – The Gospel Call to Forgiveness	
Article 54 – Seeking Forgiveness and Reconciliation	
Article 55 – Granting Forgiveness	
Learning Experiences	321
Handouts	337
Appendix 1: Additional Resource	360
Appendix 2: Student Book/Teacher Guide Correlation	362
Acknowledgments	366

Introducing the Living in Christ Series

Christian Morality: Our Response to God's Love is the second-semester eleventh-grade course in the Living in Christ series.

Saint Mary's Press developed the Living in Christ series in response to the needs of important stakeholders in the catechesis process. The courses follow the sequence and contain the material from the USCCB's Curriculum Framework. Each course also contains other material in the student book and teacher guide that students should know, understand, and be able to carry out. Each course responds to the varied needs that teachers have expressed, especially about limited time and the range of catechizing the young people in a high school religion class have had, offering wisdom from "secular" educational methods that can address both time limits and diversity in the classroom.

With the Living in Christ series, Catholic high school students will understand foundational concepts about the Bible, Jesus Christ as a member of the Trinity, the Paschal Mystery, the Church, the Sacraments, and morality. They will also have skills to learn more about their faith by studying Scripture, reading primary theological sources, consulting the Catholic faith community, doing self-reflection, and having conversations with their peers. With your guidance your graduates will possess a lived faith as they move into their future.

The Living in Christ Series

The Living in Christ series has a different look and feel from traditional high school theology textbooks and teaching manuals.

- **The teacher guide, rather than the student book, provides the scope and sequence for the course.** Teaching with the student book is more like teaching with *The Catholic Faith Handbook for Youth* (Saint Mary's Press, 2008) than a textbook. The sequence of a textbook is important because the content builds on what has come before. A handbook provides material in a sensible order, but because the content does not rely on what has come before in quite the same way, the material can be presented in several different sequences.
- **The teacher guide provides you with ideas about how to teach not only with the student book but also with the Bible, resources on the Saint Mary's Press Web site (smp.org/LivinginChrist), and other resources found on the Internet.** The teacher guide works as a command center for the course, providing ways for you to teach key concepts to the students by bringing in a wide variety of resources.

- **The Living in Christ series invites you as teacher to develop your abilities to facilitate learning.** This series asks you to become an expert about your own students, discern how they learn best, and then lead them to understand main concepts in a way that speaks to their lived experiences and the issues of the day.
- **The Living in Christ series invites the students to be more engaged in their own learning.** This series asks the students to take charge of their learning process and to practice what it will mean to be adult Catholics who must translate scriptural and Church teaching into their real world.

These changes will enable the students to consider the most important concepts in the course at a deeper level.

The Series Web Site: smp.org/LivinginChrist

In addition to the teacher guide and student book, the Living in Christ series provides an extensive collection of digital resources for each course to assist you in guiding the learning of your students. The digital resources are sorted on the Web site by course and unit. For each unit in a course, you will find the following resources at smp.org/LivinginChrist:

- **Handouts** All handouts for a unit are provided in multiple digital formats, including Word and rich text formats that you can revise.
- **Method articles** Method articles explain teaching methods introduced in a unit that might be unfamiliar to some teachers.
- **Theology articles** Theology articles provide an in-depth exploration of key theological concepts presented in a unit to assist you in explaining the concept and responding to student questions.
- **PowerPoint presentations** Student learning in each unit is enhanced with PowerPoint presentations. Beyond simply repeating student book content, these PowerPoint presentations engage students through reflection and discussion. All of the Living in Christ PowerPoint presentations are in a format that allows you to revise them.
- **Useful links** Links to other resources are provided so you can enhance your students' learning with additional resources. The links direct your students to Web sites you can trust, and are continually checked for appropriateness and to ensure that they are active.

At smp.org/LivinginChrist you will also have access to an online test bank, which provides hundreds of questions for each course, beyond what is provided in the units. You can use test questions as they are presented or modify them for your students' learning needs.

Introducing *Christian Morality: Our Response to God's Love*

This course leads the students toward a deeper understanding of God's Law revealed to us through reason and Revelation. The course explores how Christ's life and teaching is the fulfillment of the Old Law summarized in the Ten Commandments. Thus the content of the course is informed by the moral law in the Old Testament, by Christ's moral teaching in the Gospels, and by the moral teaching of the Church as it applies to what God has revealed to our contemporary moral questions. The New Law of Christ calls us to go beyond keeping moral minimums and to love God, neighbor, and self with all our being. We can only do this empowered by God's grace. In the end, Christian morality is about responding to God's love by living in full communion with God and others.

The course has eight units centered on eight important questions or concepts about Christian morality. Each unit builds on the knowledge, skills, and understanding of the previous one. Within each unit the knowledge, skills, and understanding also build as it progresses. The eight units are as follows:

- Unit 1: Foundations of Morality: God's Plan
- Unit 2: Sin and Salvation
- Unit 3: Honoring God
- Unit 4: Obedience and Truth
- Unit 5: Living Justly
- Unit 6: Respecting Life
- Unit 7: Respecting Sexuality
- Unit 8: Making Moral Choices

The Structure of Each Unit in This Teacher Guide

This teacher guide offers the teacher one path through each unit, referring the students to the student book, the Bible, resources on the Saint Mary's Press Web site (smp.org/LivinginChrist), and other Internet resources.

The path for each unit has the goal of leading all the students to comprehend four "understandings" with the related knowledge and skills. This curriculum model assumes that you will adjust your teaching according to the needs and capabilities of the students in your class. You do not have to complete every learning experience provided, and we hope you substitute your own ideas for those in the guide when needed.

Each unit has three basic parts: the Overview, the Learning Experiences, and handouts.

Overview

The Overview is a snapshot of the whole unit. It provides the following information:

- the concepts the students should understand by the end of the unit
- the questions the students should be able to answer by the end of the unit
- a brief description of the summary assessments (final performance tasks) offered, which will show that the students understand the most important concepts
- a list of articles from the student book covered in the unit
- a summary of the steps in the Learning Experiences section (Each step in the unit builds on the one before but must be adjusted to fit your schedule and the needs of the students. The use of *steps* is more flexible than is a structure based on 60-minute periods, for example.)
- a list of background material on content and methods that can be found on the Saint Mary's Press Web site (smp.org/LivinginChrist)
- a list of Scripture passages used
- a list of vocabulary that comes from the student book and from the learning experiences in the teacher guide

Learning Experiences

The instruction and learning occur in this section. Each unit contains a similar process for instruction.

Preassess Student Knowledge of the Concepts

Each unit opens with one or more options for preassessing what the students already know about a topic. It is useful to know this information as you prepare to present new material.

Preassessing the students' knowledge can help you to determine how to use your time effectively throughout the unit. It is not worth your time to teach the students what they already know or to teach above their heads. Students learn most effectively when new concepts build on what they already know. More often, you have a mixed group knowledge-wise, which is good, because the students can help one another.

Unit 1 offers a more comprehensive questionnaire to help you see where the students are coming from religiously and in terms of knowledge and belief. This preassessment will help you to make choices throughout the unit. Based on what you learn in your preassessment in unit 1, you may decide to spend more or less time on given topics.

Present the Final Performance Tasks to the Students

A final performance task is a type of summary assessment, which means that it is a means of determining what the students understand, know, and can do after a period of instruction such as a unit. (The unit test is also a summary assessment.)

In addition to providing a unit test, we encourage you to assess (determine) student understanding of the four most important concepts in each unit by assigning one of the short projects called final performance tasks. Through these projects the students can demonstrate their understanding of the main concepts. This assignment allows you to have another snapshot of what the students understand.

For example, the four understandings for unit 3 are:

- The First Commandment calls people to put their faith and hope in God alone and love him above all other things.
- In the New Law, Jesus expands our understanding of the First Commandment so it is clear that putting our faith in anything other than God for our salvation and ultimate happiness is a form of idolatry.
- The Second Commandment calls people to honor God in every thought, word, and deed and to have reverence for everything that is holy.
- The Third Commandment is a call to keep Sundays holy through prayer, reception of the Eucharist, relaxation, and works of charity.

The handout “Final Performance Task Options for Unit 3” (Document #: TX001824) in the teacher guide outlines the assignment options. Note that for all the options, the students must show their understanding of these concepts. The first final performance task option has the students create a prayer service using the themes of love, reverence, and honor for God. The second asks them to create an original work of art that depicts these themes. The third asks them to write a creative dialogue between the voice of moral conscience and the voice of temptation that addresses the key understandings for the unit. A traditional unit test is also provided.

We suggest that you explain the performance task options early in the unit so the students can focus on the knowledge and skills they can use for the final performance task they choose. This also helps to decrease the number of “Are we learning anything today?” or “Why do we have to learn this?” questions by giving the students the big picture of where they are headed and how they will get there.

Provide Learning Experiences for the Students to Deepen Their Understanding of the Main Concepts

This teacher guide uses the term *learning experiences* rather than *activities* to emphasize that much of what goes on in the classroom should contribute to student learning, such as explaining assignments; presenting new material; asking the students to work individually, in pairs, or in groups; testing the students; and asking them to present material to their peers.

Each step in the teacher guide leads the students toward deeper understanding of the four key understandings of a unit. At times learning experiences are grouped into a single step because they work toward the same goal. At other times a step includes only one learning experience. If you have a better way of achieving a step goal, by all means use it. However, if new vocabulary or content is introduced in a step you have chosen to skip, you may want to go over that material in some way, or remove that material from the unit test.

Throughout the steps, references are made to student book articles, resources at smp.org/LivinginChrist, and other Internet resources. Often the teacher guide addresses the content in the student book early in the unit and then asks the students to uncover a deeper meaning with various learning experiences throughout. When applicable the book refers to smp.org/LivinginChrist for resources at your fingertips.

The goal of this course is for the students to gain a deeper understanding of the material. But what is understanding? The understanding we want the students to gain is multifaceted. Understanding encompasses several of the “facets of understanding,” used by Jay McTighe and Grant Wiggins in their book *Understanding by Design*:

We have developed a multifaceted view of what makes up a mature understanding, a six-sided view of the concept. When we truly understand we

Explain

Can explain—via generalizations or principles, providing justified and systematic accounts of phenomena, facts, and data; make insightful connections and provide illuminating examples or illustrations.

Interpret

Can interpret—tell meaningful stories; offer apt translations; provide a revealing or personal historical dimension to ideas and events; make the object of understanding personal or accessible through images, anecdotes, analogies, and models.

Apply

Can apply—effectively use and adapt what we know in diverse and real contexts—we can “do” the subject.

Perceive

Have perspective—see and hear points of view through critical eyes and ears; see the big picture.

Empathize

Can empathize—find value in what others might find odd, alien, or implausible; perceive sensitively on the basis of prior direct experience.

Reflect

Have self-knowledge—show metacognitive awareness; perceive the personal style, prejudices, projections, and habits of mind that both shape and impede our own understanding; are aware of what we do not understand; reflect on the meaning of learning and experience.

(P. 84)

Understand

Note that Saint Mary’s Press has created icons for each facet of understanding. When a majority of facets are present, there will be an “understand” icon. When relevant, all facets of understanding should be addressed in each unit. If you are used to Bloom’s Taxonomy, see smp.org/LivinginChrist for a comparison of both models of understanding and learning.

Provide a Day or Partial Day for the Students to Work on the Final Performance Tasks

This guide encourages you to give the students time in class to work on their final performance tasks if you have assigned them. You do not, however, have to wait until the end of the unit. Not only does this day give the students time to work in groups if needed or to do some research, but it also gives you the opportunity to identify any students who may be having trouble with the assignment and allows you to work with them during class time.

Give the Students a Tool to Help Them Reflect on Their Learning

The handout “Learning about Learning” (Document #: TX001159; see Appendix) is a generic way to help the students think about what they have learned during the entire unit. This process, whether done this way or in another fashion, is valuable for several reasons:

- The students do not get much time to reflect while they are moving through each unit. Looking over the unit helps them to make connections, revisit any “aha!” moments, and identify which concepts remain difficult for them to understand.
- We give students a gift when we help them learn how they learn best. Insights such as “I didn’t get it until we saw the video” or “Putting together the presentation required that I really knew my stuff” can be applied to all the disciplines they are studying.

Feel free to have the students discuss the handout questions in pairs at times for variety.

Handouts

All the handouts in the teacher guide, as well as the unit tests, are available on the Saint Mary’s Press Web site at smp.org/LivinginChrist, as PDFs, as Word documents, or in rich text format (RTFs), for downloading, customizing, and printing. The handouts found at the end of each unit in this guide are simply for teacher reference.

Appendix

The teacher guide has one appendix, which consists of a handout that is used in each unit. The handout is also available at smp.org/LivinginChrist for downloading, customizing, and printing.

Thank You

We thank you for putting your confidence in us by adopting the Living in Christ series. Our goal is to graduate students who are in a relationship with Jesus Christ, are religiously literate, and understand their faith in terms of their real lives.

Please contact us and let us know how we are doing. We are eager to improve this curriculum, and we value your knowledge and expertise. You may e-mail us at LivinginChrist@smp.org to offer your feedback.

Unit 1

Foundations of Morality: God’s Plan

Overview

This unit addresses foundational concepts in the study of Christian morality. These concepts include God’s plan for humanity, the significance of moral law, the vision of a new life in Christ based in the Beatitudes, and the role of Church in helping us to be imitators of Christ. Through diverse learning experiences, the students will deepen their understanding of these foundational concepts and of the language the Church uses to express them.

Key Understandings and Questions

Upon completing this unit, the students will have a deeper understanding of the following key concepts:

- Christian morality is rooted in God’s plan for humanity: human beings were created for communion with God, leading to true love and happiness.
- Obeying God’s Eternal Law is the path to true happiness; it is made known through human intellect and Divine Revelation.
- God’s plan for how human beings are to live is fully revealed in the life and teachings of Jesus Christ.
- The Church assists its members in moral living through the teaching of the Magisterium, the Sacraments, and the Church’s law.

Upon completing the unit, the students will have answered the following questions:


- How is Christian morality related to the divine gifts of intellect and free will?
- How can people come to know God’s Eternal Law?
- How does living the Beatitudes influence my daily actions?
- What is the role of the Catholic Church in the moral life of its members?

How Will You Know the Students Understand?

The following resources will help you to assess the students’ understanding of the key concepts covered in this unit:

- handout “Final Performance Task Options for Unit 1” (Document #: TX001790)
- handout “Rubric for Final Performance Tasks for Unit 1” (Document #: TX001791)
- handout “Unit 1 Test” (Document #: TX001802)

Student Book Articles

This unit draws on articles from *Christian Morality: Our Response to God's Love* student book and incorporates them into the unit instruction. Whenever the teaching steps for the unit require the students to refer to or read an article from the student book, the following symbol appears in the margin: . The articles covered in the unit are from “Section 1: Foundational Principles for Christian Morality,” and are as follows:

- “Created for Love and Happiness” (article 1, pp. 10–13)
- “The Freedom to Choose” (article 2, pp. 13–17)
- “New Life in Christ” (article 3, pp. 18–22)
- “Justification and Sanctification” (article 4, pp. 22–26)
- “Eternal Law” (article 5, pp. 29–31)
- “Natural Moral Law” (article 6, pp. 32–35)
- “Law and the Original Covenant” (article 7, pp. 36–40)
- “Law and the New Covenant” (article 8, pp. 40–45)
- “Moral Law and the Church” (article 9, pp. 45–50)

The Suggested Path to Understanding

This unit in the teacher guide provides you with one learning path to take with the students, enabling them to begin their study of the foundations of morality. It is not necessary to use all the learning experiences, but if you substitute other material from this course or your own material for some of the material offered here, check to see that you have covered all relevant facets of understanding and that you have not missed knowledge or skills required in later units.

Explain

Step 1: Preassess what the students already know about the foundations of morality to provide the students with feedback and to assist you in identifying points of emphasis in the unit of study.

Understand

Step 2: Follow this assessment by presenting to the students the handouts “Final Performance Task Options for Unit 1” (Document #: TX001790) and “Rubric for Final Performance Tasks for Unit 1” (Document #: TX001791).

Explain

Step 3: Build on the students' initial understanding of God's plan for morality by reinforcing that in God's plan human beings were created for communion with God, leading to true love and happiness.

Apply

Step 4: Create still-life poses depicting how we might live out the New Law revealed in the Beatitudes.

Perceive

Step 5: Facilitate a discussion on the New Law revealed by Christ as the path to ultimate love and happiness, using the results of a student survey.

Explain

Step 6: Reinforce key glossary terms found in articles 1, 2, 3, and 4 of the student text by giving a quiz.

Empathize

Step 7: Use a reflective journaling exercise to examine the gift of freedom as a foundation for morality.

Interpret

Step 8: Investigate the relationship between eternal, moral, and natural law using true and false statements.

Apply

Step 9: Create a visual representation of the relationship between law and covenant.

Apply

Step 10: Identify the moral values in the letters of the New Testament that the Church applies to new times and new cultures.

Understand

Step 11: Make sure the students are all on track with their final performance tasks, if you have assigned them.

Perceive

Step 12: Search passages from John Paul II's encyclical *Veritatis Splendor (The Splendor of Truth)* for insight into Christ's response to law and morality.

Reflect

Step 13: Provide the students with a tool to use for reflecting on what they learned in the unit and how they learned.

Background for Teaching This Unit

Visit smp.org/LivinginChrist for additional information about these and other theological concepts taught in this unit:

- “Jesus Fulfills the Covenant and Salvation History” (Document #: TX001057)
- “Original Sin” (Document #: TX001028)
- “The Sinai Covenant and the Ten Commandments” (Document #: TX001034)

The Web site also includes information on these and other teaching methods used in the unit:

- “Using Final Performance Tasks to Assess Understanding” (Document #: TX001011)
- “Using Rubrics to Assess Work” (Document #: TX001012)
- “Using the Card Deal Method: A Process to Enhance Class Discussion” (Document #: TX001804)

Scripture Passages

Scripture is an important part of the Living in Christ series and is frequently used in the learning experiences for each unit. The Scripture passages featured in this unit are as follows:

- Genesis 1:26 (made in God's image)
- Genesis 2:9–25 (Garden of Eden)
- Genesis, chapter 3 (the Fall)
- Exodus 19:15 (keeping God's covenant)
- Exodus 20:1–17 (Ten Commandments)
- Matthew 5:3–10 (Beatitudes)
- Matthew 5:48 (justification)
- Matthew 19:16–22 (the rich young man)
- Romans 12:9–21 (moral living)
- Romans 13:1–7 (obedience to authority)
- Romans 14:13–23 (conscience)
- Ephesians 4:17—5:5 (live in New Law)
- Ephesians 4:25—6:4 (guidelines for family life)
- Colossians 3:5–17 (guidelines for family life)
- 1 John 4:18–19 (perfect love)

Vocabulary

The student book and the teacher guide include the following key terms for this unit. To provide the students with a list of these terms and their definitions, download and print the handout "Vocabulary for Unit 1" (Document #: TX001792), one for each student.

beatitude	moral law
canon law	natural law
catechism	New Law
conscience	Old Law
covenant	original holiness
Eternal Law	original justice
free will	Original Sin
infallibility	Paschal Mystery
intellect	Precepts of the Church
justification	salvation history
Magisterium	sanctify, sanctification
merit	soul

Learning Experiences

Explain

Step 1

Preassess what the students already know about the foundations of morality to provide the students with feedback and to assist you in identifying points of emphasis in the unit of study.

You introduce the unit and assess the students' understanding of the foundational concepts of Christian morality through Scripture reading, imagination, written reflection, and class discussion, emphasizing the key concepts for the unit.

1. **Prepare** by downloading and printing the handout "Unit 1 Preassessment" (Document #: TX001789), one for each student.
2. **Introduce** the students to unit 1 by using two biblical accounts that provide starting points for study: Adam and Eve in the Garden of Eden (Genesis 3:1–7) and Moses and the Ten Commandments (Exodus 20:1–17). Distribute Bibles to the students and select two student readers.
3. **Create** a visual setting for the Adam and Eve reading by inviting the students to imagine a perfect scene in a garden, where everything is peaceful and everyone is content. Then ask the student reader to read Genesis 3:1–7 while the others follow along in their Bibles.
4. **Create** a visual setting for the second reading by inviting the students to imagine a scene in the desert where a large group of people, including many families, have wandered for some time. They are looking for the perfect place to live in freedom and happiness. Many are hot and weary grumblers. Then ask the student reader to read Exodus 20:1–17 while the others follow along in their Bibles.
5. **Distribute** copies of the handout "Unit 1 Preassessment" (Document #: TX001789) and pens or pencils, one for each student. Explain to the students that this exercise is not to be graded but will provide an overview of their current understanding of foundational terms and concepts of Christian morality. It will give them personal feedback, and it will assist you in planning class sessions. Allow 20 to 25 minutes for completion of the handout.

While they are working, draw on the board, on each side of a T chart, a garden picture and a picture of a mountain surrounded by desert, with a column down the middle.

6. Lead a class discussion using the following questions. Direct the students to use their written responses to contribute to the discussion. To use this information for the final learning evaluation at the end of the unit, instruct the students to make notes on their handouts during the discussion. Ask a student to write summaries of the student points on the board.

- What are the relevant points you recall about the events in the Garden of Eden?

Note that the students may offer different points. Have the student recorder write these answers in the first column.

- What are the relevant points you recall about Moses, the Israelites, and the Ten Commandments?

Have the student recorder write the answers to this question in the second column.

- How would you describe God's plan for humanity?

Have the class decide on a phrase that would describe this plan and record it on the top line of the T chart.

7. Continue the class discussion using these additional questions. Again direct the students to refer to their responses on the handout for ideas to contribute.

- How are these two biblical accounts descriptive of the human condition today?
- How is Jesus a part of God's plan?
- What role does the Church have in helping us to fulfill God's plan?

8. Tell the students that this handout reaffirms their prior understanding and assists in pointing out areas for growth. Based on the discussion, ask the students to identify additional questions that might be addressed in their study of foundations of morality. Make note of these questions for use during the unit study. Direct the students to keep this handout so they can refer to it again at the end of the unit.

Teacher Note

Using Post-It notes on newsprint is another way to record this information so you can refer back to it later. Or if you have a SMART board, create the T chart and save the information for later reference.

Understand

Step 2

Teacher Note

This unit provides you with two ways to assess that the students have a deep understanding of the most important concepts in the unit: creating a three-panel ad campaign for the theme “The Pursuit of Happiness,” or writing a four-hundred-word essay reacting to the Gospel account of “The Rich Young Man” (Matthew 19:16–22). Refer to “Using Final Performance Tasks to Assess Understanding” (Document #: TX001011) and “Using Rubrics to Assess Work” (Document #: TX001012) at smp.org/LivinginChrist for background information.

Teacher Note

You may wish to require that students vary their final performance tasks throughout the course. For example, you may require that students complete at least two individual and two partner or group final performance tasks. Or, you may require that students choose different types of final performance tasks, such as written, multimedia, or artistic. If you have these requirements, share them with the students now so that they can choose their final performance tasks appropriately.

Follow this assessment by presenting to the students the handouts “Final Performance Task Options for Unit 1” (Document #: TX001790) and “Rubric for Final Performance Tasks for Unit 1” (Document #: TX001791).

1. **Prepare** by downloading and printing the handouts “Final Performance Task Options for Unit 1” (Document #: TX001790) and “Rubric for Final Performance Tasks for Unit 1” (Document #: TX001791), one of each for each student.
2. **Distribute** the handouts. Give the students a choice as to which performance task to work on and add more options if you so choose.
3. **Review** the directions, expectations, and rubric in class, allowing the students to ask questions. You may want to say something to this effect:
 - ▶ If you wish to work alone, you may choose either option. If you wish to work with a partner, choose option 1 only.
 - ▶ Near the end of the unit, you will have one full class period to work on the final performance task. However, keep in mind that you should be working on, or at least thinking about, your chosen task throughout the unit, not just at the end.
4. **Explain** the types of tools and knowledge the students will gain throughout the unit so that they can successfully complete the final performance task.

5. **Answer** questions to clarify the end point toward which the unit is headed. Remind the students as the unit progresses that each learning experience builds the knowledge and skills they will need to show you that they understand the foundations of morality.



Articles
1, 2

Explain

Step 3

Build on the students' initial understanding of God's plan for morality by reinforcing that in God's plan human beings were created for communion with God, leading to true love and happiness.

1. **Prepare** a set of index cards or sticky notes for the card deal method with one of the following words written on each card. Certain words are indicated to be on two cards.

- Christ
- concupiscence
- control
- dignity
- dishonesty
- faith
- free will
- grace
- greed
- happiness (2)
- human condition
- idolatry
- intellect
- love (2)
- original holiness
- Original Sin
- power
- pride
- sacrament
- salvation

Teacher Note

You will want to assign due dates for the final performance tasks.

If you have done these performance tasks, or very similar ones, with students before, place examples of this work in the classroom. During this introduction explain how each is a good example of what you are looking for, for different reasons. This allows the students to concretely understand what you are looking for and to understand that there is not only one way to succeed.

Teacher Note

You can find a detailed explanation of this process in the method article "Using the Card Deal Method" (Document #: TX001804), found at smp.org/LivinginChrist. Variations of this method will be used in future steps so you may wish to familiarize yourself with it.

- soul
- temptation

Before class, write in a horizontal line on the board the following word categories: “Creation,” “Temptation,” “Fall,” “Restoration.”

2. **Assign** the students article 1, “Created for Love and Happiness,” and article 2, “The Freedom to Choose,” to read before class.
3. **Begin** by explaining to the students that the topic of this learning experience is “God’s Plan for Humanity.” Provide 5 minutes for the students to review articles 1 and 2.

Randomly distribute to the students each of the index cards or sticky notes. Explain to the students that many of the words on the cards were used in the readings and will be an important part of the class discussion. The students with a particular word should identify its significance and use it at a relevant point in the discussion. After using the word in the class discussion, the student should post the card on the board under the appropriate category. Give the students who do not receive a word card a blank note card for writing a relevant word of their choice to use during the process.

The words fit best under the following categories; however, some words could fit under more than one category.

Creation: original holiness, soul, intellect, free will, dignity, love, happiness
Temptation: power, control, pride
The Fall: Original Sin, temptation, greed, dishonesty, concupiscence, idolatry, human condition
Restoration: salvation, Christ, faith, grace, sacrament, love, happiness

4. **Direct** the students to consider which category would best match the word on their card. Then lead a class discussion on God’s plan for humanity, using the following or similar points to direct the conversation. Invite the students to share their word and its meaning when it comes up in the discussion. After sharing their word, they are to attach their card to the board under the appropriate category. (See paragraphs 51–55 and 282–289 in the *Catechism of the Catholic Church [CCC]* for additional background.)
 - We are going to explore what the first three chapters of Genesis tell us about God’s plan for humanity. What does the statement in Genesis 1:26, “Let us make man in our image, after our likeness,” tell us about God’s plan for humanity? Who has words related to this concept?

Look for the students to contribute words relevant to the “Creation” category. Draw out the significance of these terms: soul, intellect, free will, and dignity, but refrain from calling out the specific terms yourself. As a word is shared, have the student place the card on the board under the “Creation” category.

- ▶ Consider the description of the Garden of Eden in Genesis 2:9–25. What did the Garden represent in God's plan for humanity?

Continue to build on the Creation theme by drawing out these terms and adding them to the board: original holiness, love, and happiness.

- ▶ In Genesis, chapter 3, Adam and Eve encounter the cunning serpent who led Adam and Eve into temptation. What desires made Adam and Eve lose sight of the love of God and the happiness they experienced in the Garden of Eden? What happened to Adam and Eve's human freedom when they were given a moral choice?

You may wish to point out that you are now building on the category of “Temptation.” Draw from the students the significance of these terms and add them to the board under the “Temptation” category: power, control, pride. Note that all humans possess basic needs for security and survival, power and control, affection and esteem. As we begin to use our gifts of reason, intellect, and free will, we can choose how to pursue these needs in the moral choices we make.

- ▶ In Genesis 3:8 Adam and Eve hear the sound of the Lord moving about in the Garden. What happened? Yielding to the serpent's suggestions, what did Adam and Eve lose? Why?

The students should develop the category of “The Fall” with these terms: Original Sin, temptation, greed, dishonesty, concupiscence, idolatry, and human condition, contributing words and adding to the list.

- ▶ In Genesis 3:20–24 Adam and Eve are expelled from the Garden. Before they leave the Garden, God creates garments with which he clothes them, and he assigns them tasks. This is just the beginning of the unfolding story of God's relationship with human persons. Did humanity completely lose its relationship with God? What do we know of God's plan?

The students should develop the category of “Restoration,” using these terms: Christ, salvation, faith, grace, sacrament, love, and happiness.

5. **Call out** any terms that were not contributed to the discussion, and ask the students with the cards to consider which categories are the best fit and add them to the board. This would also be a good time for the students who were given a blank card to share a relevant word of their choosing.

6. **Draw** the discussion to a close by posing the following questions and inviting the students to share their answers.
- How do we know that God's plan is for human beings to know love and happiness?
 - Why do Christians believe that communion with God fulfills the ultimate human search for love and happiness?
 - How is Christian morality related to God's gifts of intellect and free will?



Article
3

Apply

Step 4

Create still-life poses depicting how we might live out the New Law revealed in the Beatitudes.

In this experience the students reflect on the understanding of the Beatitudes as described in the Sermon on the Mount and how they might be lived out in the daily actions of Christians today.

1. **Prepare** for this step by writing each of the Beatitudes (Matthew 5:3–10) on a separate index card.
2. **Assign** the students article 3, “New Life in Christ,” to read before class.
3. **Introduce** the students to the focus of this step in these or similar words:
 - Our faith and our Baptism call us to actually share in Christ's life, to be part of his mission here on earth. How do we participate in his divine mission? We do so by living the Beatitudes.

Review with the students the following points:

- The Beatitudes teach us our vocation as Christians.
 - By living the Beatitudes, we begin to experience on earth the love and happiness that God has wanted human beings to know from the beginning.
 - To live the Beatitudes also means using our gifts of free will and intellect to make good moral choices.
 - We are called by the Father, empowered by the Holy Spirit, and guided by the teachings and examples of Christ to live with moral integrity, to live the Beatitudes in our daily life.
4. **Divide** the class into eight groups, and give each group a card with one of the Beatitudes written on it.

- 5. Ask** each group to take about 10 minutes to review article 3 in the student book, noting in particular the comments on its assigned Beatitude. When the small groups are finished with this, they should do the following:
- Discuss the meaning of the assigned Beatitude and how it may be lived out by teenagers today.
 - Decide on one specific scenario that best demonstrates how this Beatitude is lived today.
 - Determine together how to depict this scenario by a silent and motionless pose that includes all the group members. This still-life pose may be referred to as a tableau. If necessary, you may depict several tableaus in sequence, moving quickly from one motionless pose to the next.
- 6. Allow** 20 minutes for the small groups to complete the assignment. Then call each group to present its tableau, keeping the pose for about 60 seconds to give classmates an opportunity to consider the message. Then ask the class to identify the Beatitude and describe the scene. Allow several students the opportunity to give their opinion. Direct the group presenting the tableau to share which Beatitude they represented and their intent in selecting this scene to represent this Beatitude.
- 7. Ask** the students, at the end of the eight presentations, to record in their reflection journal or on a sheet of paper their personal response to the following question:
- Where do you find your inspiration to live the Beatitudes?

Teacher Note

You may choose to have the students designate a notebook for a reflection journal to record their thoughts, questions, reflections, and prayers throughout the year. All journaling and reflection step tasks should be recorded in these notebooks.



Article
4

Perceive

Step 5

Facilitate a discussion on the New Law revealed by Christ as the path to ultimate love and happiness, using the results of a student survey.

Using the results of a three-question survey and a review of article 4, “Justification and Sanctification,” the students will examine the meaning of living a life of faith in Christ.

- 1. Prepare** for this learning experience by downloading and printing the handout “Survey Summary: Life in Christ” (Document #: TX001793), one for each group of three students.
 - Be prepared to post the following questions for group discussion:
 - What patterns can be found in the survey responses?

- Which comments add to your understanding of the importance of faith in Christ? Why do they do this?
- Which comments add to your understanding of what motivates individuals to do good? Why do they do this?

If you choose to use the PowerPoint presentation “God’s Plan” (Document #: TX001805), download it from smp.org/LivinginChrist and arrange for the necessary projection equipment.

2. **Assign** the students article 4, “Justification and Sanctification,” to read before class. Also have the students survey five Christian individuals, including at least two peers and two adults. They must ask the people they survey the following questions and record their responses:

- Why do you have faith in Christ?
- How do you place your faith in Christ?
- Why do you choose to do good?

Post these survey questions on the board for the students to write down.

3. **Introduce** the theme of this learning step in these or similar words:

- We are going to consider the significance of living a life marked by faith in Christ. You will explore in more depth the significance of faith in Christ for daily living and the impact of following the New Law of Christ as the path to moral goodness.

4. **Divide** the class into groups of three and distribute a copy of the handout “Survey Summary: Life in Christ” (Document #: TX001793) to each group. Ask the students to share their survey responses with their group and to summarize the responses from all the group members on the handout. If a response is repeated, list the response only once and put a check by the statement each time it is used. Direct the students to make entries on the chart neatly.

5. **Invite** the groups, after they have completed their charts, to display them by taping them to the wall in a designated place in the classroom. The students should be allowed 8 to 10 minutes to review all the charts. Then post the questions for group discussion that you prepared earlier. Ask them to discuss the questions in their groups, basing their answers on the survey responses indicated by the charts. One person in the group should be designated to take notes on the group’s discussion. After allowing adequate time for discussion, ask each group to share their insights on each question.

- 6. Review** the process of justification and sanctification through a class presentation. You may use the PowerPoint presentation “God’s Plan” (Document #: TX001805) or another form of presentation of your choice. The central theme of the presentation is that living a life of faith and moral goodness is challenging, requiring God’s grace and a process of continual conversion. The following points should be emphasized:
- ▶ Through the process of justification, God’s grace frees us from sin and sanctifies us, that is, makes us holy.
 - ▶ Through the Paschal Mystery (primarily accomplished through Christ’s Passion, death, Resurrection, and Ascension), our original holiness, which was lost through Original Sin, is restored.
 - ▶ Without the separation caused by sin, we are once again in harmony with God and with one another.
 - ▶ Through our Baptism, we unite ourselves with Christ’s Passion (suffering) and share in his death and Resurrection.
 - ▶ Our justification starts with conversion. We are prompted by the grace of the Holy Spirit to turn toward God and away from sin.
 - ▶ In the process of justification and sanctification, we are freed from the tyranny of sin and reconciled with God. Our desire to be more like Christ grows stronger.
 - ▶ The desire to be more like Christ is nourished by the free gift of God’s grace and the celebration of the Eucharist and the other Sacraments.
 - ▶ As the process of justification reaches its end, we grow in our holiness, becoming “perfect, just as your heavenly Father is perfect” (Matthew 5:48).

Explain**Step 6**

Reinforce key glossary terms found in articles 1, 2, 3, and 4 of the student text by giving a quiz.

This quiz assesses the students’ grasp of foundations of morality, addressing two key concepts in this unit: Christian morality is rooted in God’s plan for humanity, and God’s plan is revealed through the life, death, and Resurrection of Christ.

- 1. Prepare** for this step by downloading and printing the quiz “Reviewing the Foundations of Christian Morality” (Document #: TX001794), one for each student. You may also wish to print a copy of the “Reviewing the Foundations of Christian Morality Answer Key” (Document #: TX001795).

2. **Allow** the students 5 to 10 minutes to review their notes and the student book before distributing the quiz. Distribute the quiz and remind the students that all words or phrases in the word bank are used only once. Allow sufficient time for all the students to complete the quiz before collecting it.
3. **Collect** the quizzes and redistribute them so everyone has someone else's. Go through the quiz, allowing the students to correct one another's work and also giving them a chance to affirm or change their understanding of concepts. Collect the quizzes and further your analysis about topics that may need more coverage.



Step 7

Use a reflective journaling exercise to examine the gift of freedom as a foundation for morality.

In this step the students consider the role of freedom as a gift of God for the pursuit of true love and happiness. The foundational principles of Ignatius's *Spiritual Exercises* are the basis of this self-reflective process.

1. **Prepare** by downloading and printing one copy of the handout "Ignatius of Loyola and the Gift of Freedom" (Document #: TX001796). You may also choose to print copies for each student, although this is not required. The PowerPoint presentation "The Gift of Freedom" (Document #: TX001806) will help guide the reflective journaling process. If you choose to use it, download it from smp.org/LivinginChrist and arrange for the necessary projection equipment. You may also wish to consider using meditative music as background for the reflection.
2. **Introduce** the step in these or similar words:
 - One of God's greatest gifts to us is the gift of freedom. It is one of the human qualities that comes from being made in the image and likeness of God. Our freedom allows us to choose to do good and bring God's love into the world or to do evil and diminish ourselves and others.
 - The saints recognized that the gift of freedom brings with it an important responsibility to choose God and to choose to do good. One of those saints was Saint Ignatius of Loyola, the founder of the Jesuits. Listen to this reading about Ignatius and the gift of freedom.

Read to the class the handout "Ignatius of Loyola and the Gift of Freedom" (Document #: TX001796).

3. **Explain** to the students that you are going to engage them in an exercise of personal reflection, posing four situations for their consideration. After each situation is described, they are to write a response in their reflection journals.

Lead the students through the reflection process using the PowerPoint presentation “The Gift of Freedom” (Document #: TX001806) or another method that presents the following situations. If you are using the PowerPoint, it gives a visual cue for the written responses. Allow approximately 5 minutes for the students to complete their written response to each situation.

- Consider a time when you felt compelled to say yes out of fear or out of the need for acceptance. Describe how compulsion or fear limits freedom. (Write a response.)
 - Consider a time when you said yes to a person in need because it was the most loving thing to do. Describe how this decision impacted your freedom. (Write a response.)
 - Consider an occasion in the Gospels when Jesus showed someone the unconditional love of God. Describe how this was an experience of freedom. (Write a response.)
 - Consider a time when your faith and trust in God was a source of strength or wisdom. Describe how this was an experience of freedom. (Write a response.)
4. **Ask** the students to share insights from their reflections in the remaining class time. You may wish to conclude by emphasizing key points about human freedom from the student text.



Articles
5, 6

Interpret

Step 8

Investigate the relationship between eternal, moral, and natural law using true and false statements.

1. **Prepare** by downloading and printing the handout “A Look at Moral Law” (Document #: TX001797), one for each student. You may also wish to download and print a copy of “A Look at Moral Law: Teacher’s Discussion Guide” (Document #: TX001798).
2. **Assign** the students article 5, “Eternal Law,” and article 6, “Natural Moral Law,” to read before class.
3. **Introduce** the topic for this step, noting that the true and false exercise will not be graded but will help the students assess their personal understanding of Eternal Law and natural moral law.
4. **Distribute** a copy of the handout to each student. Direct the students to work in pairs on part 1 of the handout. They are to mark on their individual handouts whether they consider each statement to be true or false. Allow about 20 minutes for them to complete part 1.

5. **Assign** one-half of the class the statements numbered 1 to 10, and the other half of the class the statements numbered 11 to 20, after they have finished part 1. Working in the same pairs, ask the students to complete part 2 of the handout.
6. **Review**, in a large-group class discussion, the twenty statements, allowing the students to offer their corrections and interpretations. Ask the students to make notes on their handouts to correct and clarify their understanding of the statements.



Articles
7, 8

Apply

Step 9

Create a visual representation of the relationship between law and covenant.

In this step the students draw on their imagination to represent significant points from the readings on the relationship between law and covenant. This learning experience addresses the key understanding that God's Law provides the path to true happiness.

1. **Prepare** for this step by gathering a sheet of 9-x-12-inch paper and colored markers for each group of three students. Select suitable background music to play while the students are completing the group work. Be prepared to post the following directions for the small-group exercise:
 - Review the readings and discuss summary points of articles.
 - Select a minimum of six to eight key terms and five summary points that describe the relationship between law and covenant.
 - Decide on a meaningful visual representation of the relationship between law and covenant using symbols or images.
 - Create a rough draft of the representation on notebook paper, determining edits and additions.
 - Create the final display on the paper provided and write legibly the five summary points for presentation to the class.
2. **Prepare** for this step by assigning the students article 7, "Law and the Original Covenant," and article 8, "Law and the New Covenant," to read before class. Direct them to record five summary points from these readings in their notes.
3. **Introduce** the theme for this session, noting that the students will examine one of the unit's key understandings: God's Law as the path to love and happiness. Allow the students 10 minutes to review the assigned articles and their five key summary points.

4. **Divide** the class into groups of three, and provide each group with paper and markers, noting that each group is to create a visual representation of its understanding of the relationship between law and covenant. Post the directions for the small-group work and explain as necessary.
5. **Initiate** the group work by directing the class to quickly brainstorm a list of words or phrases that reflect concepts related to the readings, and record these words on the board or newsprint. Review the words on the list to determine if each word is appropriate to the topic of law and covenant. Words or phrases that the students may find applicable include *God, Law of Moses, Old Law or Ten Commandments, Scripture, Tradition, covenant, love, conversion, faith, New Law, Beatitudes, forgiveness, generosity, Eternal Law, grace, Holy Spirit, and Sacraments*. They may wish to use some or all of these words in their visual representation.
6. **Share** the following points about visual representations with the students if they have not previously used visual representations as a way to analyze complex concepts:
 - In creating the symbols or images, consider the significance of your selection of a visual arrangement. The choice of a specific visual representation, for example, may depict a hierarchy of concepts, an interdependent relationship of concepts, concepts that can be grouped and then linked to new or additional concepts, or a linear relationship that indicates that one concept leads to another.
 - The symbol or image selected should be meaningful. Consider, for example, what meanings can be found in the use of circles, triangles, squares, arrows, pentagons, mathematical signs in equations, graphs, or theological symbols. If selecting images, consider, for example, what symbolic meanings can be found in pathways; stoplights; directional signs; seasonal cycles; garden, forest, urban, or ocean settings; musical compositions; human figures; or relationships in the natural world.
7. **Ask** each group, after the students have completed the drawings, to display and describe its visual representation to the class and share the summary points they have listed. Discuss which representations and summaries depict the relationship between law and covenant with clarity and accuracy and affirm or strengthen their understanding of this relationship. The summary points they use might include the following:
 - Original Sin clouds our intellect's ability to know and understand natural law.
 - God reveals his moral law to us through the Scriptures and Tradition.

Teacher Note

If the desired outcome of this exercise is unclear, see "Sample Visual Representation of the Relationship between Law and Covenant" (Document #: TX001799). You may wish to use this example with your students if they get stuck or have difficulty with the assignment. Or you may choose to use it as a summary after the groups have presented their visual representations.

- The Old Law (the Law of Moses, the Ten Commandments) was the first stage of God's revealed truth about how we are to live as people made in his image.
- The Old Covenant was a relationship of love between God and the Israelites.
- Through the covenant, God sought to restore the loving communion that was lost through Original Sin.
- The Ten Commandments taught the Israelites how to live in relationship with God and with one another.
- Scripture teaches that our loving Father gives us his Law to lead us to a life of eternal happiness and to keep us from sin and evil.
- Jesus established a New Law that fulfilled and completed the Old Law.
- The New Law challenges us to be perfect in love by following the example of Jesus.
- The values of the Beatitudes are the values we need to live a moral life and to satisfy the desire for happiness God places in our hearts.
- The morality of the New Law witnesses to others the love of God through forgiveness, patience, and generosity.
- The New Law is called the Law of Love and is the basis for understanding and interpreting all other moral law.
- The Law of Love means that we hold ourselves to a high standard of moral living.
- Through our faith in Christ, we receive the grace of the Holy Spirit that enables us to live the two Great Commandments.



Article
8

Apply

Step 10

Identify the moral values in the letters of the New Testament that the Church applies to new times and new cultures.

In this step the students complete a chart that translates the values of moral teachings found in the writings of Saint Paul and considers the relevance of these teachings to their situation today.

1. **Prepare** for this step by downloading and printing the handout "Values in New Testament Moral Teachings" (Document #: TX001800), one for each student. Each student will need a Bible.

2. Introduce the topic of the step:

- Article 8 stated that “besides Jesus’ teachings in the Gospels, many of the letters, or epistles, of the New Testament contain moral teachings too.” In these letters we see the first Apostles applying the moral teachings of the New Law to moral situations the first Christians were facing. The Church continues to learn from their example.

The students will be considering some selected passages from the writings of Paul to see what moral principles used by Paul can also be applied to our culture.

3. Distribute the handout and direct the students to work in pairs. The students are each to complete the chart on the handout by looking up the passages listed in the first column in their Bibles. The students are to read the passage and, in the second column, record a specific moral guideline found in the passage. In the third column, they are to write down an example of how this value can be applied to a moral situation affecting youth today.

4. Allow adequate time for the students to complete the chart. In the large group, invite the students to share the examples they wrote down. Build on this discussion by asking them to identify other moral challenges to living out God’s Law today.

5. Conclude with the following summary remarks from the readings:

- In the Sermon on the Mount, Jesus teaches his followers that we live by God’s Law not only to bring ourselves into communion with God but also to show others the way to that communion.
- Jesus shows us that the New Law does not abolish or devalue the Old or Original Law, but instead fulfills the full potential of the Old Law.
- The morality of the New Law witnesses to others the love of God through virtues such as forgiveness, patience, and generosity.
- The heart of the New Law is love.
- Through the gift of grace, the power of the Holy Spirit, and the Sacraments, we continue to find strength to live out the Law of Love.

Understand

Step 11

Make sure the students are all on track with their final performance tasks, if you have assigned them.

Teacher Note

If possible, devote 50 to 60 minutes for the students to ask questions about the tasks and to work individually or in pairs.

1. **Remind** the students to bring to class any work they have already prepared so that they can continue to work on it during the class period. If necessary, reserve the library or media center so the students can do any book or online research. Download and print extra copies of the handouts “Final Performance Task Options for Unit 1” (Document #: TX001790) and “Rubric for Final Performance Tasks for Unit 1” (Document #: TX001791). Review the final performance task options, answer questions, and ask the students to choose one if they have not already done so.
2. **Provide** some class time for the students to work on their performance tasks. This then allows you to work with the students who need additional guidance with the project.



Article
9

Perceive

Step 12

Search passages from John Paul II's encyclical *Veritatis Splendor* (*The Splendor of Truth*) for insight into Christ's response to law and morality.

In this step the students read select passages from chapter 1 of *Veritatis Splendor*, which is titled “Christ's Answer to the Question of Morality.” The learning experience reinforces an understanding of the relationship between God's Law and eternal happiness and points out the Church's role in assisting us in moral living.

1. **Prepare** for this step by downloading and printing the handout “Reading Guide for *The Splendor of Truth*” (Document #: TX001801), one for each student.
The students will need access to the first section of the papal encyclical *Veritatis Splendor*. This is available in English on the Vatican Web site; see the unit links (smp.org/LivinginChrist) for the Web address. If the students do not have easy access to the Internet, you may have to print copies of the appropriate sections from the Vatican Web site to hand out.
2. **Assign** the students article 9, “Moral Law and the Church,” to read before class.

3. **Introduce** the topic for this session, noting that the class will be using Pope John Paul II's encyclical. The full text of the encyclical can be found on the Vatican Web site.
4. **Share** the following comments from the introduction written by John Paul II:
 - At all times, but particularly in the last two centuries, the Popes, whether individually or together with the College of Bishops, have developed and proposed a moral teaching regarding the *many different spheres of human life*. In Christ's name and with his authority they have exhorted, passed judgment and explained. In their efforts on behalf of humanity, in fidelity to their mission, they have confirmed, supported and consoled. With the guarantee of assistance from the Spirit of truth they have contributed to a better understanding of moral demands in the areas of human sexuality, the family, and social, economic and political life. In the tradition of the Church and in the history of humanity, their teaching represents a constant deepening of knowledge with regard to morality. (4)

John Paul II adds that his aim in the encyclical is to examine in depth the foundations of moral theology.
5. **Read** aloud from Matthew 19:16–22, Jesus' dialogue with the rich young man. Explain that in the first part of the encyclical the Pope uses this story to illustrate the connections between morality, law, and salvation. Distribute the handout "Reading Guide for *The Splendor of Truth*" (Document #: TX001801). Then assign each student a specific numbered section to find and read. The sections will be used more than once. If your class has computers and Internet access, direct them to the proper Web address to find the encyclical. Otherwise hand out the sections of the encyclical you have printed in advance. Each student is also to answer the questions that correspond to the specific section he or she was assigned.
6. **Allow** 10 to 12 minutes for the students to read their assigned section and to write their response, making certain that there is enough time for all to finish.
7. **Read** Matthew 19:16–22 again. Tell the students that the class will address each of the questions from the handout, taking turns reading their answers to their assigned section. Direct the students to fill in all of the questions on their handout as each question is answered in class discussion.

Reflect

Step 13

Provide the students with a tool to use for reflecting on what they learned in the unit and how they learned.

Teacher Note

This learning experience will provide the students with an excellent opportunity to reflect on how their understanding of the foundations of morality has developed throughout this unit.

- 1. Prepare** for this learning experience by downloading and printing the handout “Learning about Learning” (Document #: TX001159; see Appendix), one for each student. Ask the students to bring to class the “Unit 1 Preassessment” handout from the beginning of the unit.
- 2. Give** the students about 5 minutes to review their “Unit 1 Preassessment” and note those areas of understanding that have been strengthened in this unit of study. Distribute the handout “Learning about Learning,” and give the students about 15 minutes to answer the questions quietly.
- 3. Invite** the students to share any reflections they have about the content they learned as well as their insights into the way they learned.