

Christian Morality

Grade 10

Course Description

Through this course, students study the foundation, principles, and practice of Christian Morality. Emphasis is placed on guiding students to make responsible, moral decisions, and readings are based primarily on the Gospels of the New Testament. The goals of the course are as follows:

- Allow students to recognize the value of their unique and unrepeatable nature as beloved children of God, made in His image and likeness, thus giving every human being infinite value and worth.
- Guide students to understand that the Holy Trinity plays a central role as a source of moral wisdom. This can be learned through prayer, serious reflection on Jesus and his teaching, striving to live virtuously, and consciously imitating the Lord and Christian heroes.
- Allow students to recognize that character is developed through striving to live a life based on virtues. Additionally, the Sacraments, especially the Eucharist and Reconciliation, are fundamental in supporting us to live a Christian moral life.
- Teach students what the Church says about moral issues and why it teaches what it does. The teaching of the *Catechism of the Catholic Church* is highlighted throughout the course.
- Guide students to practice making responsible, moral decisions.

Portrait of the Crusader

Christian Morality coursework emphasizes the importance of respecting human worth and dignity and guides each student to develop a socially just perspective that will help guide his/her life and the lives of others. In alignment with the school's *Portrait of the Crusader*, students are taught and encouraged to follow a moral compass rooted in respect, character, integrity, hope, and kindness and to demand fairness, respect others' beliefs, and value the uniqueness of every human being.

Essential Questions for the Course

- What does it mean to be made in the image and likeness of God?
- What is Christian morality?
- How is the Holy Trinity a source of moral wisdom?
- How do we live a virtuous life?
- What is the "law" and its relationship to freedom?
- What role does our conscience play in helping us to live a virtuous life and make moral decisions?
- What is the role of forgiveness in our relationship with God? In our relationship with others?

Course Curriculum

Unit 1 - Introduction to Morality and Virtue

Guiding Questions

- What are the foundations of Christian moral living?
- What are theological and cardinal virtues? How do they differ from each other?
- How can knowing the virtues bring us closer to God?
- How can they guide our interactions with others?
- How does practicing virtues help us develop our character?

Enduring Understandings

- ❖ Love of God and love of neighbor are the basis for Christian morality.
- ❖ Christian morality is a call to recognize our dignity as men and women who have received a new life in Christ, to respect ourselves as such, and to respect others as such.
- ❖ Knowing the theological and cardinal virtues and recognizing them in others will help us to practice them.
- ❖ Christian moral living is fed and strengthened by prayer.

Concepts and Skills

- Examine the foundations of Christian morality and the concept of objective truth.
- Define theological and cardinal virtues.
- Explain and recognize the virtues in ourselves and others.
- Analyze real world situations and determine how the virtuous person might act.
- Practice methods of discernment (including prayer) in helping to apply virtues to everyday life.

Summative Assessment

- Provided a case study, students will organize essential information, explain alternatives and outcomes, and theorize what a role model/hero might do in the situation, considering what decision most closely reflects Jesus' teaching and the pursuit of "the good;" finally, students will explain what their decision would be and why.

Unit 2 - Law as a Guide to Freedom

Guiding Questions

1. What is 'law' and how is it related to freedom and responsibility?
2. How does good law guide our thoughts and actions?

Enduring Understandings

- ❖ Love of God and love of neighbor are the basis for Christian morality. All law flows from this point.
- ❖ Genuine love, which is God's own nature, seeks only what is good.
- ❖ Good law points out boundaries to freedom and protects us from harmful actions.

Concepts and Skills

- Explain the concept and sources of “law.”
- Examine the Ten Commandments and how they apply to real-world living.
- Explore what societies might be like if all obeyed the Ten Commandments.
- Determine how best to use freedom to make responsible choices and decisions.
- Practice respecting the law as an essential component to living a moral life.

Summative Assessment

- Using the *Ten Commandments* as a guide, students will develop ten commandments for parents/guardians and ten commandments for themselves. Students will then provide the rationale for how these commandments can lead to living a freedom filled moral life.

Unit 3 - Moral Decision Making

Guiding Questions

1. What are some requirements for making good decisions?
2. What is meant by “right reason” and what does this look like in action?
3. What do we do when our initial decisions do not turn out as we hoped?

Enduring Understandings

- ❖ Taking responsibility for our actions is key to development of character.
- ❖ The impact of our actions on others enables us to discern good choices.

Concepts and Skills

- Explore the connection between developing virtues and making better decisions.
- Identify the role of Prudence in moral decision making.
- Explain and apply the STOP acronym.
- Articulate how to make moral decisions.
- Examine ways to respond after making a choice that is not as responsible as we would have hoped.

Summative Assessment

- Students apply each letter of the acronym STOP, which they have previously learned in this unit, to specific moral cases presented by the teacher.

Unit 4 - Jesus as Moral Guide

Guiding Questions

1. Why did God create us?
2. How do we find the perfect example of love and norm for moral living?
3. Where do we find Jesus’ most important moral teachings?

Enduring Understandings

- ❖ Jesus, God's only Son and our Redeemer, is the perfect example of God's love, and the perfect norm for moral living.
- ❖ God made us to know, love, and serve him so that we could be eternally happy with him.
- ❖ Just as Moses gave the people God's law on Mount Sinai, Jesus, the New Moses, delivered his instructions for moral living in the Sermon on the Mount.
- ❖ Empowered by the Holy Spirit, we embrace our role as disciples of Christ- sharing in his ministry as priest, prophet, and king.

Concepts and Skills

- Examine the Beatitudes and connect them to living in the modern world.
- Connect our purpose in life to the Beatitudes.
- Read and analyze specific parables and determine how they guide us to make better decisions.

Summative Assessment

- Read the parable of the Good Samaritan (Luke 10:29-37) to the class and offer reflections. Next, rewrite in a modern-day adaptation.
- Develop a list of 8-10 situations that require moral decision making and determine how to respond.

Unit 5 - Conscience Formation

Guiding Questions

1. What is the Catholic understanding of 'conscience'?
2. What is a well-formed conscience?
3. How do we form and inform our conscience?

Enduring Understandings

- ❖ A well-formed conscience is essential to living a moral life.
- ❖ Through our conscience we are also able to love as God loves.
- ❖ To freely choose and act on your formed and informed conscience is your privilege and your right as a human person.
- ❖ Freedom makes us responsible for our actions and helps us to grow in truth and goodness.

Concepts and Skills

- Determine how to form and inform one's conscience.
- Extrapolate from common conscience theories to which you most regularly subscribe.
- Investigate the concept of conscience as explained in the Catechism of the Catholic Church.
- Explain the SEER method and determine how this method can be used in real-world situations.

Summative Assessment

- Students build upon the acronym STOP, which they learned in unit 3, by applying the newly learned SEER method to examine specific moral cases presented by the teacher.

Unit 6 - Sin and Forgiveness

Guiding Questions

1. What is sin? What are the different types of sin?
2. How is sin a barrier to living a moral life?
3. What is Grace? What is Justification?
4. Why does God forgive us? Why should we forgive others?

Enduring Understandings

- ❖ Sin as an offense against reason, truth, and love of God and neighbor.
- ❖ From the Bible's Genesis account of "Original Sin," we see that sin is part of the human story.
- ❖ Through Justification we are reconciled with God.

Concepts and Skills

- Differentiate between original, personal, mortal and venial sin.
- Recognize and name sin in a culture of denial.
- Explain why repentance and conversion are antidotes to sin.
- Investigate and discuss the meaning of *justification* in the Catholic faith.

Summative Assessment

- Students list and explain in detail the seven deadly sins with an accompanying "lively" virtue antidote.

Unit 7 - Love for God

Guiding Questions

- Why is following the Ten Commandments essential for attaining eternal life?
- How do the first three commandments relate to loving God?
- How does Jesus fulfill the Old Testament teachings?

Enduring Understandings

- ❖ Living a moral life entails putting God first and loving him above all else.
- ❖ The theological virtues enable us to accept and worship the one, true God, thus fulfilling the First Commandment.
- ❖ Through the Second Commandment we are privileged to know, to call on, and respect God's name and the mystery of God himself.
- ❖ By keeping the Third Commandment, we learn to celebrate God's creative activities and his covenant with us as we renew our minds, bodies, and spirits in worship and right praise.

Concepts and Skills

- Examine how the theological virtues are connected to the Ten Commandments.
- Analyze and reflect upon the first three commandments. Evaluate how these are applied at the individual and societal levels.

- Practice the renewal of our minds, bodies, and spirits in worship and right praise.

Summative Assessment

- Students will develop original scenarios/examples to show how each of the theological virtues guides us in keeping the first three Commandments.

Unit 8 - Respect for Life

Guiding Questions

1. What is the Biblical understanding of love?
2. Who deserves our love?
3. What are the Fourth and Fifth Commandments?

Enduring Understandings

- ❖ Each of us has been made in God’s image and have been redeemed by Jesus Christ.
- ❖ We must learn to love each person as a unique individual with dignity and worth because that is how God loves us.
- ❖ Loving others begins with loving ourselves.
- ❖ To honor and obey parents and to respectfully abide by other lawful authorities is a part of God’s plan for order and happiness in our families and society.
- ❖ Human life comes from God, and we must honor, respect, and protect it.

Concepts and Skills

- Analyze and reflect upon the Fourth and Fifth Commandments.
- Examine the ideas of healthy self-love, prudent protection, and care of personal health.
- Research and write a well-structured essay to explain the Church's teaching of the concept of “seamless garment” using citations as required.

Summative Assessment

- Using various sources such as the U.S. Conference of Catholic Bishops, CCC, Vatican, etc, students write an essay outlining the Church’s teaching of the “seamless garment” regarding the sacredness of life from womb to tomb.

Unit 9 - Respect for the Gift of Sexuality

Guiding Questions

1. What is meant by the *complementariness of male and female*?
2. What was God’s command to Adam and Eve? What was God’s command to Noah and his family?
3. How do the values of chastity, purity and modesty help guide us in the real world?

Enduring Understandings

- ❖ God created human beings – males and females – in his divine image and saw that sexuality was good. As complementary beings, men and women can love and care for each other and share in God’s creation of new human life.

- ❖ The Sixth and Ninth Commandments safeguard God’s intended purpose for marriage.
- ❖ Chastity helps us to channel our sexual drives and activities in a way that is appropriate to our state in life.
- ❖ Purity and modesty help us guide sexual thoughts and desires and the way others see and react to us.

Concepts and Skills

- Connect specific passages in the Bible to the Sixth and Ninth Commandments.
- Define chastity, purity and modesty and recognize examples in the real world.
- Examine how espousing the values of chastity, purity and modesty can make young adult life simpler and much less stressful.

Summative Assessment

- Students create a chart summarizing the teachings of the Sixth and Ninth Commandments and then summarize aligned passages from Genesis and the encyclical *Evangelium Vitae*.

Unit 10 - Respect for Justice and Truth

Guiding Questions

1. What is the cardinal virtue of Justice?
2. What Commandments relate to Justice?
3. How is peace related to the virtue of Justice?

Enduring Understandings

- ❖ God intends that we live justly.
- ❖ Creating a society where justice is done and the basic rights of people are met is fundamental to living a moral life.
- ❖ A just society where human rights are upheld, respected and defended is fundamental to peace.
- ❖ Justice leads us to give to God and our neighbors what is due them.
- ❖ Living a moral life in community with others demands that we are honest in speech and relationships.
- ❖ The Seventh Commandment demands respect for the rights and property of others.
- ❖ Commitment to truthfulness in word and deed is at the heart of the Eighth Commandment.
- ❖ Greed, materialism, and envy are addressed by the Tenth Commandment.

Concepts and Skills

- Connect the theological and cardinal virtues to the Seventh, Eight, and Tenth Commandments.
- Examine how we as individuals should apply these Commandments to daily living.
- Discuss the quote, "Whoever guards his mouth preserves his life; he who opens wide his lips comes to ruin."
- Examine the Gospels as they relate to justice.
- Discuss/debate the question: What do we as Christians do when those in power (authority) are unjust?

Summative Assessment

- Students will read various Gospel passages (provided by the teacher) that include several of Jesus' teachings about wealth. Students will construct a list of five rules detailing the proper use of money.
- Students will write a prayer invoking the virtues of selflessness, charity, and humility to counteract the temptations of greed, avarice, and envy.

Supplemental Resources May Include:

- *The New American Catholic Answer Bible*, USCCB.org
- *Catechism of the Catholic Church*, selections
- Sri, Edward, *Who Am I To Judge*, Ignatius Press/ Augustine Institute, 2016.
- Stefanick, Chris, *I Am ___*, New Evangelization Publishing, 2018.
- *Magis Center*, <https://magiscenter.com/>
- *Credible Catholic*, <https://www.crediblecatholic.com/>
- *Dynamic Catholic*, <https://www.dynamiccatholic.com/>

Grading

Summative Assessments (Tests, Projects)	40%
Quizzes	10%
Classwork and Homework	30%
Active Participation	20%