Grades 9-12 Religion  
Religion 11/12 - Elective C: Living As a Disciple

1. God's Plan for His People

Stage 1: Desired Results

Catholic Standards

Targeted Standards

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Rights and Responsibilities

The Dignity of Work and the Rights of Workers

Call to Family, Community, and Participation

Option for the Poor and Vulnerable

Solidarity

Care for God's Creation

The Rights of Children

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

10. THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Summary

The purpose of this unit is to recognize thatGod's plan for His people includes salvation, truth and happiness. The Church is a sign and instrument of communion with God and the unity of the whole human race.

(Framework, Option C, Section I, Page 40)

Unit Goals

1. Understand that God wills the salvation of all through knowledge of the truth.
2. Understand happiness in this lifeis foundin a shared communion with God, unity of the human race, and through the Church.

Big Ideas

Salvation and truth

Happiness in this life

Enduring Understandings

1. God wills the salvation of all through knowledge of the truth.
2. Happiness in this lifeis foundin a shared communion with God, unity of the human race, and through the Church.

Content

Vatican II: The Church is a sign and instrument of communion with God and the unity of the whole human race. (LG #1)

Salvation and truth (CCC #851)

* Redemption through the Paschal Mystery
* Eternal Life through the Triune God in Heaven

Happiness in this life (CCC #1718)

* Happiness is a shared communion with God  
  - Trinitarian *communio* is the pattern for  
  social life (CCC #267, 738, 1693)  
  - Witness Christ in words and actions
* Unity of the whole human race (CCC #842, 1877)  
  - social nature of the human person  
  (CCC #1878-1889, 1929)  
  - the need for others
* The household of faith Church as:  
  - Mystical Body of Christ (CCC #774-779,  
  787-796, 805-807, 872, 1123, 1396,  
  1548, 2003)  
  - Family of God (CCC #2790)  
  - Community of sanctified believers (CCC  
  #824)  
  - Teacher: forms the social conscience  
  of society  
  - Listener: ecumenism

**Faith words to know**

*communio*, social nature, household of faith, Mystical Body of Christ, Family of God, sanctified believers, social conscience, ecumenism, Trinitarian

**Scripture references**

Matthew 5: 48; 6:6

Luke 19:13, 15

John 8:29; 6:56

Acts of the Apostles 2:33, 4:32

1 Corinthians 12

2 Corinthians 5:14

Romans 6:4-5, 8:29; 12:6-8

Ephesians 4:4-6

1 Timothy 2:4

Revelation 7:9

Skills

1. Identify and summarize the ways in which the Church is a sign and instrument of communion with God and the unity of the whole human race.
2. Identify and summarize the ways in which the Paschal Mystery is reflected in our lives.
3. Describe and illustrate ways in which one can strengthen their relationship with God.
4. Identify and summarize how Eternal Life is obtained through the Trinity.
5. Describe and illustrate how our earthly relationships are called to mirror the Trinitarian relationship of love.
6. Describe and illustrate the ways the presence of God points to the need for a unity of the whole human race.
7. Identify and summarize the ways in which the Church is the Mystical Body of Christ.
8. Describe and illustrate how the Church operates as the Family of God and a community of sanctified believers.
9. Assess the Church's role in forming the social conscience of society.

Essential Questions

1. How do I know that God wills the salvation of all through knowledge of the truth?
2. In what ways can I find happiness in this life?

Stage 2: Assessment Evidence

Reflecting on Lumen Gentium

Formative: Reflective Writing

Following a prayer service addressing LumenGentium#1, students will write a journal entry on their understanding of the Church as thesign and instrument of communion with God and the unity of the whole human race.

Paschal Mystery, Trinity, Mystical Body of Christ, Community of Believers

Summative: Technology Project

Students will create a digital story in which they illustrate their understanding of one of the following Catholic beliefs and teachings:a.How theyare called to reflect the PaschalMystery in theirlivesb. Theways in which theycan strengthentheir relationship with the Triune God andobtain Eternal Lifec. How theirearthly relationships are calledto mirror the Trinitarian relationship ofloved. Theways the presence of God points tothe need for a unity of the whole humanracee. The ways in which the Church is theMystical Body of Christ, the family of Godand a community of believers

The Church and Social Conscience

Summative: Writing Assignment

Following a class discussion ontherole played by the Church in forming the social conscience of society, students will write a reflection on the role they are called to play in supporting the Church in the formation of the social conscience of society.

Stage 3: Learning Plan

Learning Experiences

***Suggested learning experiences***

1. Initiate the study of this unit with a prayer service in which *Lumen Gentium*#1 is read and reflected upon. Give particular attention, in the prayer serviceto the Church as thesign and instrument of communion with God and the unity of the whole human race.
2. Working in cooperative groups, have the students create a digital story in which they illustrate their understanding of one of the following Catholic beliefs and teachings:  
   a.How theyare called to reflect the Paschal  
   Mystery in theirlives  
   b. Theways in which theycan strengthen  
   their relationship with the Triune God and  
   obtain Eternal Life  
   c. How theirearthly relationships are called  
   to mirror the Trinitarian relationship of  
   love  
   d. Theways the presence of God points to  
   the need for a unity of the whole human  
   race  
   e. The ways in which the Church is the  
   Mystical Body of Christ, the family of God  
   and a community of believers  
   Share their digital stories with the class.
3. In a class discussion settingreflect onthe role played by the Church in forming the social conscience of society.

Resources

* Lumen Gentium (<http://www.vatican.va/archive/hist_councils/ii_vatican_council/documents/vat-ii_const_19641121_lumen-gentium_en.html>)

Technology Integration

Web browsing software  
Interactive Whiteboard (SmartBoard or ActiveBoard)  
DVD Player

Podcasting

Power Point

Prezi.com

IMovie

Resources

Resources

***Suggested resources***

1. See attached Links

Resources

* Catechism of the Catholic Church (<http://www.scborromeo.org/ccc.htm>)

Grades 9-12 Religion  
Religion 11/12 - Elective C: Living As a Disciple

2. Social Teaching of the Church

Stage 1: Desired Results

Catholic Standards

Targeted Standards

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Rights and Responsibilities

The Dignity of Work and the Rights of Workers

Call to Family, Community, and Participation

Option for the Poor and Vulnerable

Solidarity

Care for God's Creation

The Rights of Children

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

10. THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Summary

The purpose of this unit is to introduce students to the historical development ofCatholic social teaching, principles of Catholic social teaching anddifferent types of justice.

(Framework, Option C, Section I, Pages 40-41)

Unit Goals

1. Realize the Church has always stood for charity and justice.
2. Understand the types of justice.
3. Recognize sources of social teaching.
4. Understand the principles of Catholic social teaching from the Magisterium.
5. Understand the response of the United States Conference of Catholic Bishops to Catholic social teaching.

Big Ideas

Church on charity and justice

Types of justice

Sources of social teaching

Magisterium's Principles of Catholic social teaching

United States Conference of Catholic Bishops and Catholic social teaching

Enduring Understandings

1. The Church has always stood for charity and justice.
2. There are different types of justice.
3. Social teaching has been addressed in specific Church documents.
4. Principles of Catholic social teaching originated from the Magisterium.
5. The United States Conference of Catholic Bishops has provided pastoral letters regarding Catholic social teaching.

Content

Church always has stood for charity and justice (CCC #953)

* Social teachings in Scripture  
  - Amos and Isaiah  
  - Sermon on the Mount; Last Judgment  
  - communal sharing (CCC #2153, 2262,  
  2336, 2605, 2830)
* Church's history of social concern
* Corporal and spiritual works of mercy (CCC #2447)

Different types of justice: distributive, legal, commutative, social (CCC #2236-2412, 1807, 1928-1942)

Social teaching in modern era

* Pope Leo XIII: encyclical *Rerum Novarum* in 1891
* Social doctrine encyclicals of Popes Pius XI, John XXIII, Paul VI, and John Paul II
* *Vatican II: Gaudium et Spes*
* *Catechism of the Catholic Church*
* *Compendium of the Social Doctrine of the Church*, Vatican, 2004

Principles of Catholic social teaching from the Universal Magisterium

* Necessity of the moral law as the foundation for all social teaching (CCC #1959, 2070, 2242)
* God is the source of all civil authority authority flows from God to all just governments and laws (CCC #1899)
* Perfection of the person by the common good man is perfected not only by private goods but by "common goods" (CCC #1905-1912, 1925-1927)  
  - respect for and promotion of the  
  fundamental rights of the person  
  - prosperity, or the development of the  
  spiritual and temporal goods of society  
  - peace and security of the group and its  
  members

United States Conference of Catholic Bishops

* Began a program of social reconstruction [teachings on minimum wage, social security, worker participation in management] after World War I
* Pastoral letters  
  - *Brothers and Sisters to Us* (1979)  
  - *The Challenge of Peace: God's Promise*  
  *andOur Response* (1983)  
  - *Sowing Weapons of War* (1995)  
  - *Economic Justice for All: A Pastoral*  
  *Letteron Catholic Social Teaching and*  
  *the U.S.Economy* (1986)  
  - *A Good Friday Appeal to End the Death*  
  *Penalty* (1999)  
  - *A Culture of Life and the Penalty of*  
  *Death*(2005)

**Faith words to know**

encyclical, *Rerum Novarum*, Pastoral Letters, Magisterium, distributive justice, legal justice, commutative justice, social justice, dignity, solidarity, social sin, corporal works of mercy, spiritual works of mercy, *Gaudium et Spes*, *Catechism of the Catholic Church*, Vatican II, *Compendium of the Social Doctrine of the Church*, common goods, spiritual goods of society, temporal goods of society, Pope Leo XIII, USCCB, Pope Pius XI, Pope John XXIII, Pope Paul VI, Pope John Paul II, Sermon on the Mount, moral law, Amos, Isaiah, Last Judgment

**Scripture references**

Genesis

Deuteronomy

Tobit

Leviticus

The Four Gospels

Acts of the Apostles

Epistles

Skills

1. Identify and summarize the social teaching found in Scripture throughout the Old and New Testament.
2. Trace the Church's history of social concern.
3. Identify and summarize the Corporal and Spiritual Works of Mercy.
4. Describe and illustrate, with examples, the various types of justice.
5. Identify and summarize the unjust social conditions that prompted Leo XIII to write *Rerum Novarum* in 1891.
6. Connect the social doctrine encyclicals, the *Catechism*, and the *Compendium of the Social Doctrine of the Church* to modern social problems.
7. Cite evidence to show how moral law is the foundation for all social teaching.
8. Explain the way in which God is the source of all civil authority, and how this fact relates to the Church's social justice teachings.
9. Define "common good."
10. Identify examples of how the common good is promoted by the life of the Church.
11. Assess the role played by the USCCB in promoting the social reconstruction in the United States after World War I.
12. Identify and summarize the USCCB's recent pastoral letters on social justice issues and identify their influence on Catholic social teaching.

Essential Questions

1. In what ways do I recognize the Church's position on charity and justice?
2. How do Idetermine which type of justice applies to a given situation?
3. How do I understand social teaching presented in specific Church documents?
4. In what ways do the principles of Catholic social teaching from the Magisterium apply to my life?
5. To what extent do pastoral letters regarding Catholic social teaching requireme toliving justly?

Stage 2: Assessment Evidence

Reflecting on the Call to Social Justice

Formative: Reflective Writing

Following the introduction to this unit by having groups of students locate, read and reflect on scriptural citations that address social justice and citations from the Catechism regarding social justice, students will write a personal reflection on what the call to social justice means to them.

Church's Role in Social Justice

Formative: Writing Assignment

Following a class discussion on the social doctrine encyclicals, the Catechism, and the Compendium of the Social Doctrine of the Church as they apply to modern social problems, students will write a summary of their understanding of the role of the Church in applying social justice to modern social problems.

Rerum Novarum

Summative: Cooperative Group Work

Working in cooperative groups, students will read Rerum Novarum and create an electronic presentation which includes the unjust social conditions found in the world at the time and summarizing the key points found in Rerum Novarum.

USCCB's Role in Social Justice

Formative: Cooperative Group Work

Working in cooperative groups, students will create a graphic organizer summarizing the influence exerted by the USCCB in promoting the social reconstruction in the United States after World War I and in their more recent pastoral letters on social justice issues.

Encyclicals & Documents on Social Justice

Formative: Writing Assignment

Working with a partner, students will research and summarize one of the documents on social justice found in Encyclicals and Documents on Social Justice Web site.

My Social Justice Response

Summative: Reflective Writing

Following a class discussion examining Evangilium Vitae and how its applies to each of the following - Abortion, Euthanasia, Assisted Suicide, Capitol Punishment, War, and otherMedical Moral Issues - students will write a personal reflection on how they would respond to each of the issues based on their understanding of Church teachings on social justice.

Research and Analysis Portfolio on Social Justice

Summative: Project

Select one specific injustice present in the world and compile a Research and Analysis Portfolio that examines the injustice, who suffers from it, what their needs are, the root causes of the injustice, (this is the sinful social structure contributing to the issue), and the long term effects of it on society. Write an analysis to be included in the portfolio which applies the scriptures, the Catechism, the Themes of Catholic Social Teaching Documents, and Canon Law Applications and apply these to the injustice you've selected. Create an action plan to alleviate the injustice and put this plan into action. Do a theological reflection related to the entire project, from start to finish. Present your findings to the class.

Stage 3: Learning Plan

Learning Experiences

***Suggested learning experiences***

1. Introduce this unit by having groups of students locate, read and reflect on scriptural citations that address social justice and citations from the *Catechism* regarding social justice. Suggestions include Amos and Isaiah, Sermon on the Mount, Last Judgment and communal sharing (CCC #2153, 2262,  
   2336, 2605, 2830).
2. Using the video *History of Human Rights* (see link), discuss the conditions of the world that prompted the Church to take a stand on the issue of social justice.
3. Working in cooperative groups, have the students read *Rerum Novarum* and create an electronic presentation which includes the unjust social conditions found in the world at the time and summarizing the key points found in *Rerum Novarum.* Share presentation with the class.
4. Class discussion. Prior to class, have students prepare for the discussion by doing research and summarizing the social doctrine encyclicals, the *Catechism*, and the *Compendium of the Social Doctrine of the Church* as they apply to modern social problems. See the link in Resources for the Papal documents, the *Catechism*, and the *Compendium of the Social Doctrine*.
5. Working in cooperative groups, have students create a graphic organizer summarizing the influence exerted by the USCCB in promoting the social reconstruction in the United States after World War I and in their more recent pastoral letters on social justice issues. Share their findings with the class.
6. Working with a partner, have students research and summarize one of the documents on social justice found in *Encyclicals and Documents on Social Justice* found in the Resources (see link). Share summary of the document with the class.
7. Class discussion. As a class, examine *Evangilium Vitae* and apply it to each of the following: Abortion, Euthanasia, Assisted Suicide, Capitol Punishment, War, and otherMedical Moral Issues.
8. In a prayerful setting, conclude the discussion of this unit using *Social Justice Prayer Slideshow* found in the Resources.

Resources

* Social Justice Prayer Slideshow ([http://www.youtube.com/watch?v=nhXuIbK28oQfeature=bf\_nextlist=PL4B3AB0233984D55E](http://www.youtube.com/watch?v=nhXuIbK28oQ&feature=bf_next&list=PL4B3AB0233984D55E))

Technology Integration

Web browsing software  
Interactive Whiteboard (SmartBoard or ActivBoard)  
DVD Player

Podcasting

Power Point

Prezi.com

iMovie

Resources

Resources

***Suggested resources***

1. See attached Links

Resources

* Catechism of the Catholic Church (<http://www.scborromeo.org/ccc.htm>)

Grades 9-12 Religion  
Religion 11/12 - Elective C: Living As a Disciple

3. Major Themes of Catholic Social Teaching

Stage 1: Desired Results

Catholic Standards

Targeted Standards

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Rights and Responsibilities

The Dignity of Work and the Rights of Workers

Call to Family, Community, and Participation

Option for the Poor and Vulnerable

Solidarity

The Rights of Children

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

10. THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Summary

The purpose of this unit is to introduce the students to the seven major themes of Catholic social teaching.

(Framework, Option C, Section III, Page 41)

Unit Goals

1. Realize human dignity is derived from being made in the image and likeness of God.
2. Recognize all people should participate in family andsociety and work for common good.
3. Appreciate all have a right to life and responsibility to sustain it.
4. Recognize the preferential option for the poor requiresappropriate use of resources for all.
5. Understand the importance of thedignity of work and the rights of workers.
6. Comprehend solidarity means working for the common good.
7. Realize humans have the responsibility to care for God's creation.

Big Ideas

Dignity of human life

Call to family, community, and participation

Responsibilities and rights

Preferential option for the poor

Dignity of work and the rights of workers

Solidarity: working for the common good

Stewardship of God's creation

Enduring Understandings

1. Human dignity is derived from being made in the image and likeness of God.
2. All people should participate in family andsociety and work for common good.
3. All have a right to life and responsibility to sustain it.
4. The preferential option for the poor requiresappropriate use of resources for all.
5. Thedignity of work and the rights of workers derives from God's creative plan.
6. Solidarity means working for the common good.
7. Humans have the responsibility to care for God's creation.

Content

The dignity of human life

* All human life created and redeemed by God is sacred
* Dignity due to being and image and likeness of God
* The Incarnation: Jesus' identification with each of us

Call to family, community, and participation

* What is a family (CCC #2202-2203)
* The family: foundation of society; needs support
* Society should protect dignity and growth of family
* All people should participate in society work for common good

Responsibilities and rights

* All have right to life and to what sustains it
* Society should foster and protect these rights
* Responsibilities undergird human rights

Preferential option for the poor

* Moral principle: universal destination of the goods of the earth (CCC #2402-2406)
* Goods of the earth for every human being
* Why all need these goods (CCC #2402)
* See Christ in homeless, outcast, unpopular
* Appropriate use of wealth and other resources: be a voice for the voiceless and assess social acts and their impacts on poor
* Concern for the spiritually poor

Dignity of work and the rights of workers

* God's creation plan includes work
* Right to work in just conditions

Solidarity: individuals should work for the common good (CCC #2437-2442)

Stewardship of God's creation (CCC #2415-2418)

**Faith words to know**

common good, human rights, Incarnation, human responsibilities, preferential option for the poor, moral principle, spiritually poor, rights of workers, just conditions, solidarity, stewardship

**Scripture references**

Genesis 1:26-31; 2:19-20; 9:1-4

Daniel 3:79-81

Matthew 6:26

Skills

1. Describe and illustrate how through the Incarnation God shows us that all human life is sacred.
2. Describe and illustrate how we are made in the image and likeness of God and the implications it carries.
3. Define family.
4. Identify and summarize ways that the family is the foundation of society.
5. Identify and summarize the ways in which society should support and protect the family.
6. Identify and summarize ways in which we are called to participate in the common good of society.
7. Describe and illustrate the rights and responsibilities of human beings.
8. Explain the meaning of "preferential option for the poor."
9. Describe how all people have the right to the resources of the world.
10. Connect the preferential option for the poor to seeing Christ in the homeless, outcast, and unpopular.
11. Assess social acts and their impacts on the poor.
12. Critique the worldwide distribution of wealth.
13. Identify and summarize ways in which teens can participate in correcting injustices.
14. Describe how the Church promotes the dignity of work and rights of workers.
15. Relate the dignity of the human person to the rights of workers.
16. Define "solidarity and provide examples of solidarity in today's world.
17. Define "stewardship."
18. Identify and summarize the ways in which the Church calls us to stewardship of God's creation.
19. Describe and illustrate ways in which individuals can show stewardship in today's world.

Essential Questions

1. How do I understand the sourceofthe dignity of human life?
2. In what ways do I participate in my family and community to promote the common good?
3. How do I respond to the right to life and my responsibility to sustain it?
4. In what ways do I use resources appropriately in consideration of the poor in society?
5. How do I recognize the dignity of work and the rights of workers?
6. To what extent do I understand and promote solidarity?
7. In what ways do I practice stewardship in caring for God's creation?

Stage 2: Assessment Evidence

Looking at the Social Justice Teachings

Summative: Technology Project

Working in cooperative groups, students will create a Museum Box for each of the Social Justice Teachings. The Museum Box will address each of the following areas.a. Definition, or clarification, of the central topic being addressedb. Negative forces in society needing to be addressedc. Ways in which the Church responds positivelyd. Ways to express a personal response to the social justice teaching

My Personal Response

Summative: Reflective Writing

Write a reflection on how each of us is called to live and work in such a way as to promote the social justice teachings of the Church.

Stage 3: Learning Plan

Learning Experiences

***Suggested learning experience***

1. Begin the study of this unit with a prayer experience centering on the Social Justice Teachings of the Catholic Church. Attached video (see link) may serve as a focus for this prayer service.
2. Working in cooperative groups, have the students develop a Museum Box (See link.) for each of the Social Justice Teachings. The Museum Box should address each of the following areas.  
   a. Definition, or clarification, of the central  
   topic being addressed  
   b. Negative forces in society needing to be  
   addressed  
   c. Ways in which the Church responds  
   positively  
   d. Ways to express a personal response to  
   the social justice teaching  
   Share museum boxes with the class.
3. Conclude the study of the unit with a prayerful reflection on how each of us is called to live and work in such a way as to promote the social justice teachings of the Church.

Resources

* 10 PRINCIPLES IN THE SOCIAL TEACHING OF THE CHURCH ([http://www.youtube.com/watch?v=8NTWXlLozH0feature=related](http://www.youtube.com/watch?v=8NTWXlLozH0&feature=related))

Technology Integration

Web browsing software  
Interactive Whiteboard (SmartBoard or ActivBoard)  
DVD Player

Podcasting

Power Point

Prezi.com

iMovie

Resources

***Suggested resources***

1. See attached Links

Resources

* Catechism of the Catholic Church (<http://www.scborromeo.org/ccc.htm>)

Grades 9-12 Religion  
Religion 11/12 - Elective C: Living As a Disciple

4. Sin and Its Social Dimensions

Stage 1: Desired Results

Catholic Standards

Targeted Standards

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Call to Family, Community, and Participation

Solidarity

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

10. THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Summary

The purpose of this unit is to explore the concept of social sin and the social dimensions of the Ten Commandments, the Beatitudes, and the Great Commandments.

(Framework, Option C, Section IV, Page 41-42)

Unit Goals

1. Understand the concept of social sin.
2. Recognize the social dimensions of the Commandments.
3. Realize the social dimensions of the Beatitudes.
4. Appreciate the two Great Commandments.

Big Ideas

Concept of social sin

Social dimensions of the Commandments

Social dimensions of the Beatitudes

Two Great Commandments

Enduring Understandings

1. Social sin stems from collective personal sins.
2. The Commandments focus on our relationship with God and our relationship with others.
3. Beatitudes provide a framework for our social interactions with others.
4. The two Great Commandments are love God and your neighbor as yourself.

Content

Concepts of social sin

* Difference between "social sin" and personal sin (CCC #1868-1869)  
  - personal sin at the root of social sin  
  - social sin stems from collective personal  
  sins
* Foundations for social sin  
  - attitudes that foster unjust treatment  
  - social structures which foster unjust  
  treatment of others  
  - social sin can be passed on to future  
  generations

Social dimension of the Commandments

* First three Commandments relationship with God (CCC #2084-2195)  
  - duty and right to freely worship God  
  - societal authorities should ensure freedom  
  of worship
* Last seven Commandments relationship with others (see attached link)

Social dimension of the Beatitudes (CCC #1720-1729)  
(see attached link)

Two Great Commandments: love God with all your heart, soul, and mind, and love your neighbor as yourself (Mt 22:36-40)

**Faith words to know**

social sin, personal sin, social injustice, social structures, social dimension of the commandments, legitimate civil authority, anarchy, civil unrest, conscientious objection, abortion, euthanasia, cloning, genetic manipulation, capital punishment, scandal, chaste life, adultery, fornication, masturbation, homosexual acts, pornography, stewardship for environment, enslavement, white-collar crime, detraction, perjury, rash judgment, seal of confession, exploitation of lust, materialism

**Scripture references**

Exodus

Deuteronomy

the Four Gospels

Resources

Skills

1. Define social sin.
2. Describe the difference between social sin and personal sin.
3. Analyze how personal sin is related to social sin.
4. Identify and summarize the foundations for social sin.
5. Identify and summarize the message about our relationship with God found in the first three Commandments.
6. Identify and summarize the positive aspects of the last seven Commandment as well as failures to live those Commandments.
7. Analyze and synthesize key messages found in the Commandments about our relationships with other people.
8. Analyze the social dimension of each of the Beatitudes.
9. Assess the consequences of failure to live according to the Beatitudes.
10. Relate the two Great Commandments to one's personal life and to the common good.
11. Analyze how the two Great Commandments apply to specific social justice issues.

Essential Questions

1. In what ways do my personal sins contribute to social injustices?
2. How do I use the Commandments to guide my relationship with God and my interactions with others?
3. To what extent do the Beatitudes enhance my awareness and interactions with others?
4. In what ways do I love God with all of my heart, soul, and mind?
5. In what ways do I love my neighbor as I love myself?

Stage 2: Assessment Evidence

Difference Between Social Sin and Personal Sin

Formative: Reflective Writing

Students will read CCC #1868-1869 which states the difference between social sin and personal sin and reflect on the message they convey to them.

Foundations of Social Sin

Formative: Writing Assignment

Following a class discussion examining the foundations for social sin, students will write a summary touching upon each area discussed. The areas discussed include:a. attitudes that foster unjust treatmentb. social structures which foster unjust treatment of othersc. social sin can be passed on to future generations

Ten Commandments & Social Sins

Summative: Cooperative Group Work

In cooperative groups, students will create a graphic organizer focusing on the Ten Commandments. In this graphic students will state the Commandment, identify and summarize the ways to live out the Commandment, and enumerate the types of social sins committed against the Commandment. Use this graphic in a class discussion of the Ten Commandments and the social dimension of sins against the Commandments.

Great Commandment of Love

Summative: Posters

Working with a partner, students will create a poster showing how the Ten Commandments are summed up in the Great Commandment of love of God and love of neighbor.

Loss of the Sense of Social Sin

Summative: Writing Assignment

Students will consider current local, national, and global events and relate them to the various types of social sin discussed in this unit. They will select at least three of these events and write a report showing how each depicts the "loss of a sense of social sin."

Stage 3: Learning Plan

Learning Experiences

***Suggested learning experiences***

1. In a prayerful setting, have students read and reflect on CCC #1868-1869 which states the difference between social sin and personal sin. Share their reflections with the class.
2. Class discussion examining the foundations for social sin  
   a. attitudes that foster unjust treatment  
   b. social structures which foster unjust  
   treatment of others  
   c. social sin can be passed on to future  
   generations
3. In cooperative groups, have students create a graphic organizer focusing on the Ten Commandments. In this graphic students must state the Commandment, identify and summarize the ways to live out the Commandment, and enumerate the types of social sins committed against the Commandment. Use this graphic in a class discussion of the Ten Commandments and the social dimension of sins against the Commandments.
4. Working with a partner, have students create a poster showing how the Ten Commandments are summed up in the Great Commandment of love of God and love of neighbor.
5. Engage students in a Socratic Seminar. In preparation for the seminar have students read the article titled: *Reconciliation and Penance* (See Link) and prepare at least three factual, three interpretive, and three evaluative questions to use in the seminar.
6. Have students consider current local, national, and global events and relate them to the various types of social sin discussed in this unit. Select at least three of these events and write a report showing how each depicts the "loss of a sense of sin."
7. Close this unit of study with a prayer service focusing on the reality of social sin and the need for conversion of heart and a return to the loving embrace of Christ by all people. (Have students prepare the prayer service.)

Resources

* Reconciliation and Penance (<http://www.vatican.va/holy_father/john_paul_ii/apost_exhortations/documents/hf_jp-ii_exh_02121984_reconciliatio-et-paenitentia_en.html>)

Technology Integration

Web browsing software  
Interactive Whiteboard (SmartBoard or ActivBoard)  
DVD Player

Podcasting

Power Point

Prezi.com

iMovie

Resources

Resources

***Suggested resources***

1. See attached Links

Resources

* Catechism of the Catholic Church (<http://www.scborromeo.org/ccc.htm>)