

MORAL GROWTH LEARNING OUTCOMES

(References below to “ACRE” are to the Assessment of Catechesis and Religious Education from the National Catholic Education Association. The numbers that follow “ACRE” refer to the instrument’s Level.Section.Question. Because the ACRE assessment tool is to be used at Palma as a type of comprehensive exam, its questions are not shown here. Non-students can view the ACRE instrument by arrangement with Mr. Michael Bergez, Theology Department Chair. “ESLR” refers to Palma High School’s Expected Schoolwide Learning Results.)

Upon completion of this course the student will: be able to:

A. identify those aspects of human nature that reflect God's image and likeness and which are spiritual in nature (ACRE 3.1.18; 2.2.24).

ESLR addressed: Spiritual/ Moral

B. articulate that good character derives from the acquisition of virtues with the help of God’s grace and bad character is the result of the development of vices (ACRE 3.1.5, 3.1.28, 3.1.49; 2.2.24; 2.2.26).

ESLR addressed: Moral, Social

C. list several of the 8 aspects of wisdom, explain how they can be used to make morally responsible decisions (particularly in the area of drug and alcohol abuse), and increase his own use of those aspects he feels in need of developing (ACRE 2.1.13; 2.1.35; 2.1.49; 2.2.10; 2.2.21; 2.2.24; 2.2.26; 2.2.41-43).

ESLR addressed: Spiritual/Moral; Intellectual; Social; Physical

D. provide several examples of how God's plan for humans is simple and freeing, whereas fallen humanity's uncorrected tendencies are towards complication and burdensomeness (ACRE 3.1.17; 2.2.24; 2.2.26; 2.2.13)

ESLR addressed: Intellectual, Spiritual

E. identify sin as “missing the mark” of God’s will for us, and provide several examples of how this principle is true in practices that are dishonest (ACRE 2.2.24; 2.2.26; 2.2.13; 2.2.4; 2.2.44; 3.1.29).

ESLR addressed: Spiritual/Moral; Social

F. distinguish between love that is romantic (eros), love that is mutual and affectionate (philia), and love that is unselfish and sacrificial (agape) and explain how all three types of love reveal the nature of genuine love between two people that is lasting (ACRE 2.2.16; 2.2.24; 2.2.26; 2.2.32; 2.2.38; 3.1.60).

ESLR addressed: Spiritual/Moral; Social

G. articulate how sexual intercourse is a sign of the creative power of, and of the communion of love in, the Holy Trinity, and how this sign is expressed truthfully only in marriage (ACRE 3.1.55, 3.1.60, 3.1.62; 2.2.24; 2.2.26; 2.2.16; 2.2.29; 2.2.32; 2.2.38; 2.2.39).

ESLR addressed: Physical; Spiritual/Moral; Intellectual; Social

H. describe the qualities of true friendship and evaluate the quality of a friendship, using his description as a measure (ACRE 2.2.24; 2.2.24; 2.2.13; 2.2.6; 2.2.22).

ESLR addressed: Spiritual/Moral; Social

I. Name several virtues related to unselfish, sacrificial love and identify those virtues in the stories of several exemplars of charitable love (ACRE 2.2.24; 2.2.26; 2.2.13; 2.2.6; 2.2.22)

ESLR addressed: Spiritual/Moral; Social

J. Explain Jesus’ teaching about violence and retaliation and list the benefits and

challenges of practicing this teaching (ACRE 2.2.34; 2.2.36; 2.2.45; 2.2.24; 2.2.26; 2.2.13).

ESLR addressed: Spiritual/Moral; Social; Physical

K. provide reasons why one should forgive all injuries done to one and describe the four steps necessary to achieve forgiveness and reconciliation (ACRE 2.2.24; 2.2.26; 2.2.13; 2.1.54;)

ESLR addressed: Spiritual/Moral; Social

L. articulate the principle that while one might not be guilty for existing social injustices, one is responsible for how one responds to these problems and apply this principle to several injustices currently in the world (ACRE 2.2.24; 2.2.26; 2.2.13; 2.1.13; 2.2.12; 3.1.22; 3.1.54);

ESLR addressed: Spiritual/Moral; Intellectual; Social; Physical.

M. provide several examples of humans' treatment of fellow persons as having less inherent dignity than others and articulate the solution to this problem as enunciated in the New Testament (ACRE 2.2.24; 2.2.26; 2.2.13; 2.1.3; 2.2.37; 2.2.46; 3.1.22; 3.1.54)

ESLR addressed: Spiritual/Moral; Social

N. summarize and synthesize the lesson(s) about virtue and vice taught in works of literature and/or biographies of moral role models, express the lesson(s) in an original creative expression, and present these to his peers in a formal oral presentation (ACRE 3.1.19; 3.2.34)

ESLR addressed: Social; Intellectual; Spiritual/Moral