

Formation for Chastity and Human Sexuality

School K-8
Parish K-8
High School

Diocese of Toledo
2002

School Religion Course of Study K-8

MORALITY

FOUNDATION: THE DIGNITY OF THE HUMAN PERSON

The student will: (this statement should be used to begin each of the following objectives)

Grade

- 2 know and respect life as a gift from God.
- 2 realize and show that, as children of God, we respect ourselves, others, and God's creation.
- 2 know and demonstrate that we are called to use our gifts and talents for the good of others.
- 4 know and respect life as a gift from God and a right of every human being.
- 4 know our obligation to care for our lives and the lives of others.
- 6 know that the dignity of the human person is rooted in his/her creation in the image and likeness of God.
- 7 know that each human being is to be respected because he/she is a son/daughter of God our Father.

CALL TO LIVING A VIRTUOUS LIFE

Virtue

- 2 know what a good habit is and develop good habits of acting.
- 4 know that good habits of acting are called virtues.
- 4 know that by practicing virtues people become virtuous.
- 6 know that good habits of acting are called virtues and are a response to a call to holiness.
- 7 know that Jesus calls us to live virtuous lives.
- 7 understand the relationship between virtue and character.
- 2 give examples of people with good habits and what lessons they can learn from them.
- 7 know that, from the grace of Baptism, we receive the Theological Virtues of Faith, Hope and Charity which are the foundations of moral activity. (CCC 1813)
- 7 identify and define the four Moral (Cardinal) Virtues: Prudence, Justice, Fortitude and Temperance. (cf. Glossary)
- 7 give examples of people who live the Moral (Cardinal) Virtues.
- 4 identify and practice the virtues of loyalty, thankfulness, forgiveness, truthfulness, trustworthiness, respect for others, etc.
- 6 explain and practice virtues; e.g., honesty, responsibility, faithfulness, kindness, forgiveness, freedom, obedience, patience, self-control, diligence, etc.

- 7 understand and practice virtues; e.g., honesty, responsibility, faithfulness, kindness, forgiveness, diligence, freedom, obedience, patience, self-control, etc.

Freedom and Decision Making

- 2 know that God gives people the freedom to make caring or selfish choices.
- 4 know that God gives people free will to make choices between right and wrong.
- 6 know that God gives people free will and the power of reason so they can make responsible choices.
- 7 know that God gives people free will and the power of reason so they can make good moral decisions.
- 2, 4, 6 know that we are responsible for our personal choices and the consequence of these choices.
- 7 know that we are responsible for our personal choices and the consequences of these choices.
- 2 distinguish between caring or selfish choices.
- 4 distinguish between good choices and bad choices.
- 6 distinguish between virtues and vices (sins).
- 6 know that sinful attitudes lead to sinful acts.
- 7 show how sinful attitudes lead to sinful acts.
- 7 understand that God gives us free will guided by Jesus' life and teachings and the leadership of the Church as guides.
- 7 be able to recognize basic values that influence our decisions, even when these values conflict; e.g., generosity vs. greed, vulnerability vs. power.

CONSCIENCE

Definition

- 2 define conscience as the power inside us to know what is right or wrong.
- 4 know that conscience is a gift from God.
- 6 define conscience as the power inside us to know what is right or wrong.

Formed Conscience

- 2 know the importance of listening to their conscience.
- 4 use and develop their conscience to make correct moral decisions.
- 6 know the sources which help them form their conscience: mind, heart, family, community, Catholic tradition.
- 7 recognize and give examples of morally mature people.
- 7 recognize the necessity of an informed conscience and the steps to develop that conscience: prayer, study, consultation, and an understanding of the teachings of the Church.
- 7 know the three moral determinants: the act itself, the situation(s) surrounding the act, the intention behind the act.
- 7 understand how the moral determinants affect moral decision making.

SIN

Definition of Sin

- 2 know the meaning of sin as a selfish or unloving choice.
- 4 know the difference between temptation and sin.
- 6 know that sin is choosing, with freedom and knowledge, what is unloving.
- 7 know that sin is a conscious turning away from God's loving offer of friendship which leads to a weakening or total breakdown of our relationship with God and with others.

Role Models

- 2 recognize that Jesus and his teachings are guides in our daily living; e.g., Jn. 10: 1-18.
- 2 use the qualities of saints as guides for daily living.
- 4 use the life of Jesus and his teachings as guides in making responsible choices;
- 4 know about, and imitate as guides for daily living, the qualities of saints who model the person of Jesus.
- 6 be able to recognize qualities of saintliness in those living today who model the person of Jesus.
- 7 be able to use the life of Jesus and his teachings as guides in making responsible choices; e.g., Parable of the Prodigal Son, Lk. 15:11-32; Woman in Adultery, Jn. 8: 1-11.
- 7 recognize the qualities of people in past history or currently living who model the person of Jesus as guides for daily living.

CATHOLIC SOCIAL TEACHING

SCRIPTURE BASE

- 4 use some passages from the New Testament (Christian Scripture) to show how the Church's teaching on social justice is rooted in Scripture; e.g., Mk 6:30-44, Lk 10: 25-37, Lk 16: 19-31.
- 6 use some passages from the Old Testament (Hebrew Scripture) to show how the Church's teaching on social justice is rooted in Scripture; e.g., Gen 1-2: 4, Dt. 30, Micah 6, Lev. 25.
- 8 use some passages from the New Testament (Christian Scripture) to show how the Church's teaching on social justice is rooted in Scripture; e.g., Lk 4: 16-19, Lk 6: 20-26, Lk 21: 1-4.
- 4, 8 know that all service and ministry find their source in the life and mission of Jesus, as revealed in the Scriptures.
- 6 be able to evaluate and respond to current issues in light of Gospel values.
- 8 be able to evaluate and respond to current issues (such as life issues, sexual morality, social injustice, etc.) in light of Gospel values.

SACRAMENTAL BASE

- 4 know that Baptism calls them to witness a new way of life; to spread the Good News to all peoples.
- 4 know that prayer helps them to know God's will and guides them to follow it.
- 8 know that Baptism and Confirmation call them to witness a new way of life and to spread the Good News to all peoples and nations
- 8 realize that, for the baptized person, living the Christian life includes involvement with, and being of service to, others.

BASIS IN TRADITION

Primary Principle

- 4, 6, 8 know that the primary principle of Catholic social teaching is "The Life and Dignity of the Human Person."
- 4 know and be able to apply the principle of "The Life and Dignity of the Human Person" to situations where life is not respected; e.g., pollution, child abuse, animal cruelty, excluding others, etc.
- 6 know and be able to apply the principle of "The Life and Dignity of the Human Person" to situations where life is not respected; e.g., abortion, immoral sexual activity, prejudice (race, religion, gender), abuse, bullying, harassment, teasing, drug/alcohol abuse, suicide, etc.
- 8 know and be able to apply the principle of "The Life and Dignity of the Human Person" to situations where life is not respected; e.g., abortion, capital punishment, suicide, immoral sexual activity, drug/alcohol abuse, verbal abuse, euthanasia, etc.

- 6 know the principle of the "Call to Family, Community and Participation"; discuss the family as an authentic Church community and the role of families in serving the mission of the Church; e.g., stewardship, missions, family prayer, participation in parishes and community.
- 8 know the principle of the "Call to Family, Community and Participation"; discuss the role of all Christians in forming a peaceful and just community.
- 4 know that from the principle of "The Life and Dignity of the Human Person" flows the principle of "Rights and Responsibilities"; e.g., the rights to food, shelter, clothing, etc.; the responsibility to family members and the responsibility to respect the rights of others.
- 6 understand that from the principle of "The Life and Dignity of the Human Person" flows the principle of "Rights and Responsibilities"; e.g., the rights to the basic necessities of life, to education, to employment, etc. and the responsibilities to families, schools, communities and to respect the rights of others.
- 8 apply the principle of "Rights and Responsibilities" to current times.
- 4 know the principle of the "Option for the Poor and Vulnerable"; realize that Christian responsibility includes special care for those who are poor and vulnerable.

- 6 know the principle of the "Option for the Poor and Vulnerable"; understand and explain why Christian responsibility includes special care for those who are poor and vulnerable.
- 8 know the principle of the "Option for the Poor and Vulnerable"; realize that Christian responsibility includes a preferential option for the poor and vulnerable and working toward freedom from oppression.
- 4 be able to apply the following principles of Catholic social teaching: "Life and Dignity of the Human Person," "Rights and Responsibilities," "Option for the Poor and Vulnerable," "Solidarity," and "Care for God's Creation."
- 6 be able to apply the following principles of Catholic social teaching: "Life and Dignity of the Human Person," "Call to Family, Community and Participation," "Rights and Responsibilities," "Option for the Poor and Vulnerable," "Solidarity," and "Care for God's Creation."
- 8 be able to identify, discuss, and apply all seven principles of Catholic social teaching.

PERSONAL APPLICATION

- 4 recognize the talents they have and how these may be shared in the service of others in family and parish.
- 6 recognize the talents they have and how these may be shared in the service of others in family, parish, local and national community.
- 8 recognize the talents they have and how these may be shared in the service of others in family, parish, local and national community and globally.
- 4 pray for others in need so that God and people will help them.
- 6 pray that God will give them the courage to respond appropriately to the needs of others.
- 8 pray that God will give them the courage to respond appropriately to the needs of others.
- 4, 6, 8 know some non-violent responses to situations and be able to apply them.

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CATHOLIC SOCIAL TEACHING

A. SCRIPTURE BASE

The student will:

- 6,7 1. use some passages from the Old Testament and New Testament to show how the Church's teaching on social justice is rooted in Scripture; e.g., Micah 6, Mk. 6:30-44.
- 4,7 2. know that all service and ministry find their source in the life and mission of Jesus, as revealed in the Scriptures.
3. be able to evaluate and respond to current issues in light of Gospel values.

B. SACRAMENTAL BASE

The students will:

- 3,5,8 1. know that Baptism and Confirmation call them to witness to a new way of life and to spread the Good News to all peoples and nations.
- K-8 2. realize that, for the baptized person, living the Christian life includes involvement with, and being of service to, others.

C. BASE IN TRADITION: "SEVEN PRINCIPLES OF CATHOLIC SOCIAL TEACHING"

The student will know that:

- 4,6 1. the first principle of Catholic Social Teaching is "The Life and Dignity of the Human Person" and from this principle flow the other six principles.
 - a. each person is sacred.
 - c. how to apply this principle in their lives.
- 8 2. principle two is "Call to Family, Community and Participation"
 - a. each person is social and belongs to social groups such as family, school, church, communities, and nation.
 - b. each person is expected to participate fully and appropriately in his/her social groups.
 - d. how to apply this principle in their lives.
- 4,7 3. principle three is "Rights and Responsibilities"

- a. these rights include food, clothing, and shelter and the responsibilities to respect others and be responsible to family members.
- c. how to apply this principle in their lives.
- 4. principle four is "Option for the Poor and Vulnerable"
 - a. we take care of the poor and vulnerable.
 - b. the life and ministry of St. Vincent de Paul (September 27) exemplify this principle
 - the life and ministry of St. Martin de Porres (November 3) exemplify this principle.
 - c. how to apply this principle in their lives.

1,2,3
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D. PERSONAL APPLICATION

The students will:

- K-8 1. recognize the talents they have and how these may be shared in the service of others
- K-8 2. pray that God will give them the courage to respond appropriately to the needs of others.
- 3-8 3. perform service projects based on the Corporal and Spiritual Works of Mercy. (cf. Service Handout #2)
- 7,8 4. know the difference between service (charity) and justice (changing unjust systems and institutions).
- 1-8 5. know some non-violent responses to situations and be able to apply them.

CHRISTIAN LIFE CHOICES

A. PERSONAL DEVELOPMENT

The students will know:

- K-8 1. that they are unique and specially created by God.
- K-8 2. the need for building a strong and realistic concept of self and accepting themselves as worthwhile persons.
- K-8 3. that they are worthy of respect and capable of giving respect.
- K-8 4. that they are responsible for their decisions and the consequences of these decisions.
- 5-8 5. that emotions are an ordinary part of life that tell us how things are. It is what we do with our emotions for which we are responsible.
- 6-8 6. that gaining appropriate autonomy and interdependence is part of the maturation process.
- 6-8 7. that maturing Christians will, at times, need to stand prophetically among their peers.

B. INTERPERSONAL DEVELOPMENT

The student will know that:

- K-8 8. each person is valuable and worthy of being treated with dignity because he/she is created by God.
- 2,3,6,7,8 9. persons derive faith and values from interaction with their family and community.
- K-8 10. it is very important to express feelings accurately, appropriately, and responsibly.
- K-8 11. it is very important to listen to the other in conversation.
- K-8 12. it is very important to be able to say "no" to another person when what asked is not acceptable.
- K-8 13. a person's decisions and choices affect other people's lives.
- K-8 14. God has made us lovable and capable of love.
- 7,8 15. God has made us capable of commitment and faithfulness in relationships.
- 7,8 16. a faithful relationship depends on authenticity and honesty, respect, love, and an understanding of change in self and others.
- K-8 17. the loss of a relationship (loss of friend, divorce, death) causes grief. (Define grief and give examples of how grief is manifested.)

B. SEXUAL DEVELOPMENT

The student will know that:

- 5-8 1. their sexuality is integral to their personality.
- 5-8 2. sexual development is part of the maturation process.
- K-8 3. we are called to reverence the whole of the other person: body, mind, and spirit.
- 7,8 4. it is important to make wise choices about establishing relationships with persons of the opposite sex:
 - a. exclusive dating makes a statement of commitment and should be entered into only when there is such commitment;
 - b. exclusive and one-on-one dating presents temptations to an intimacy which is premature;
 - c. sexual involvement is very enticing; it is better to establish limits beforehand through clear and honest communication.
- 5,7,8 5. sexual intercourse is a share in the creative power of God; it is a sacred gift meant to be used responsibly only in marriage.
- 5,7,8 6. sexual intercourse is intended only for marriage as a sign of love, lasting union, commitment, exclusivity and permanence.
- 5,7,8 7. marital fidelity involves faithfulness that is physical, emotional, spiritual.
- 5,7,8 8. marriage is a symbol of Jesus' faithful and never-ending love for the Church.
- 5,7,8

- 4-8
9. the Church considers premarital intercourse, cohabitation, and adultery to be sinful.
 10. the media often portray lifestyles in a way very opposed to a Christian lifestyle.

MORALITY

A. DEFINITION

Grades

- The student will know:
- 4,6,8 1. that morality is a way of living out human actions according to the principles of Jesus and Church teachings.
 - 7 2. the difference between moral, immoral, and amoral decisions.

B. CALL TO LIVING A VIRTUOUS LIFE

1. Virtue

- The student will know:
- 4- a. that good habits of acting are called virtues and are a response to a call to holiness.
 - 4,7 b. that Jesus calls us to live virtuous lives.
 - 2,4 c. examples of people with good habits and what lessons can be learned from them.
 - 7 d. that, from the grace of Baptism, we receive the Theological Virtues of faith, hope and charity which are the foundations of our moral activity (CCC 1813).
 - 7 e. and define the four Moral (Cardinal) Virtues: prudence, justice, fortitude and temperance.
 - 7 f. how to explain and practice virtues; e.g., honesty, responsibility, faithfulness, kindness, forgiveness, individuality, freedom, obedience, patience, and self-control, diligence, etc.

2. Freedom to Choose a Virtuous Life

- The student will know:
- 2,4 a. that God gives people the freedom to make caring or selfish choices.
 - 2,4 b. that God gives people free will and the power of reason so they can make responsible choices.
 - 4,7 c. how sinful attitudes lead to sinful acts.

4. Grace

- The student will know that:
- 2,4,6 d. grace is a gift of God, a share in God's life.
 - 4,6 e. by grace we are called to act morally and live a virtuous life.

High-School Religion Course of Study

CATHOLIC SOCIAL TEACHING

D. TRADITIONAL BASE

The student will: (this phrase is to begin each objective)

- know that the primary principle of social justice and of all the social teachings of the Church is the Life and Dignity of the Human Person.
- understand that from the number one principle of the Life and Dignity of the Human Person flow the following Catholic Social Teaching Principles: (cf. "Seven Principles of Catholic Social Teaching" circle chart, handout # 2).
 - 2) Call to Family, Community and Participation
 - 3) Rights and Responsibilities of the Human Person
 - 4) Option for the Poor and Vulnerable
 - 5) The Dignity of Work and the Rights of Workers
 - 6) Solidarity
 - 7) Care for God's Creation
- know Joseph Cardinal Bernadin's "seamless garment" principle which promotes a consistent ethic of life: all life is to be respected from the moment of conception until natural death.

E. PERSONAL APPLICATION

- study some of the current issues in view of the Church's social teaching: human rights violations; issues of violence, etc.

CHRISTIAN LIFE CHOICES

A. PERSONAL GROWTH AND DEVELOPMENT

- understand the need to build a strong and realistic self-concept, to accept themselves as worthwhile persons, and to develop their fullest potential because of being created in God's image.
- recognize Jesus as model for being fully human with feelings: fear, love, anger, sadness, frustration, joy, etc.
- recognize the relationship between love of God, love of self and love of others. (I Cor. 12:14-31; I Cor. 13; Jn. 10:14 -44)

B. SKILLS OF COMMUNICATION

- develop skills such as active listening and self-disclosure as means for communicating with peers, parents and other adults.
- learn the skills of assertion and confrontation, as well as conflict resolution and reconciliation.
- learn some other key elements of communication, including concrete feedback and non-verbal communication.
- define the different types and levels of commitment required by different relationships (parental, filial, fraternal, friendship, marital, celibate).
- understand how relationships develop and grow: knowledge of the other person, respect for the other person's feelings and values, good communication, common interests, honesty, etc.
- know how pressure, cliques, stereotypes, etc. interfere with good relationships.
- understand the meaning of intimacy and its place in all relationships.

C. HUMAN SEXUALITY

- know the official teaching of the Catholic Church on sexuality
- develop a facility in identifying destructive role models and values which might be present in the media.
- understand and appreciate that sexual activity and sexual intercourse have meaning and purpose only within the sacrament of matrimony.
- know that all persons are called to chastity.
- recognize that maturing Christians are called to stand prophetically among their peers.
- understand the meaning of sexual involvement and the causes and consequences of pre-marital intercourse and co-habitation.
- understand some of the pitfalls and problems caused by inappropriate expressions of sexuality; e.g., sexually transmitted diseases, abortion, rape, incest, sexual abuse of children.
- understand that a faithful relationship depends on authenticity and honesty, respect and an understanding of change in self and others.
- understand that true growth involves fidelity through hardship and struggle.
- know that faithfulness does not mean submission to domination or addiction to another.
- analyze factors that destroy faithfulness; e.g., adultery, spouse abuse, pornography, etc.
- understand the relationship between intercourse and exclusive fidelity.
- develop some sense of the sacrifice and limitations involved in interpersonal relationships on the part of married, single and celibate persons; one lifestyle is not easier, better, or more pleasurable than another.
- understand that those with a celibate vocation also love as women and men, as is appropriate.