

Christian Living Curriculum

The following Religion/Christian Living Curriculum guidelines have been developed to assist teachers and administrators in the Diocese of Spokane. It is the expectation that these guidelines will be used to formulate a localized curriculum to meet the unique needs of the students at each school.

Excerpts from United States Conference of Catholic Bishops ~ Morality ~ What We Believe

<http://www.usccb.org/beliefs-and-teachings/what-we-believe/morality/>

Made in the Image of God

The most basic principle of the Christian moral life is the awareness that every person bears the dignity of being made in the image of God. He has given us an immortal soul and through the gifts of intelligence and reason enables us to understand the order of things established in his creation. God has also given us a free will to seek and love what is true, good, and beautiful. Sadly, because of the Fall, we also suffer the impact of Original Sin, which darkens our minds, weakens our wills, and inclines us to sin. Baptism delivers us from Original Sin but not from its effects—especially the inclination to sin, concupiscence. Within us, then, is both the powerful surge toward the good because we are made in the image of God, and the darker impulses toward evil because of the effects of Original Sin.

But we should always remember that Christ's dying and rising offers us new life in the Spirit, whose saving grace delivers us from sin and heals sin's damage within us. Thus we speak of the value, dignity, and goal of human life, even with its imperfections and struggles. Human life, as a profound unity of physical and spiritual dimensions, is sacred. It is distinct from all other forms of life, since it alone is imprinted with the very image of its Creator.

The Responsible Practice of Freedom

The second element of life in Christ is the responsible practice of freedom. Without freedom, we cannot speak meaningfully about morality or moral responsibility. Human freedom is more than a capacity to choose between this and that. It is the God-given power to become who he created us to be and so to share eternal union with him. This happens when we consistently choose ways that are in harmony with God's plan. Christian morality and God's law are not arbitrary, but specifically given to us for our happiness. God gave us intelligence and the capacity to act freely. Ultimately, human freedom lies in our free decision to say "yes" to God. In contrast, many people today understand human freedom merely as the ability to make a choice, with no objective norm or good as the goal.

The Understanding of Moral Acts

Another important foundation of Christian morality is the understanding of moral acts. Every moral act consists of three elements: the objective act (what we do), the subjective goal or intention (why we do the act), and the concrete situation or circumstances in which we perform the act (where, when, how, with whom, the consequences, etc.).

The Formation of Conscience

The formation of a good conscience is another fundamental element of Christian moral teaching. “Conscience is a judgment of reason by which the human person recognizes the moral quality of a concrete act” (*Catechism of the Catholic Church*, no.1796). “Man has in his heart a law inscribed by God. . . . His conscience is man’s most secret core, and his sanctuary (GS, no. 16).

Conscience represents both the more general ability we have as human beings to know what is good and right and the concrete judgments we make in particular situations concerning what we should do or about what we have already done. Moral choices confront us with the decision to follow or depart from reason and the divine law. A good conscience makes judgments that conform to reason and the good that is willed by the Wisdom of God. A good conscience requires lifelong formation. Each baptized follower of Christ is obliged to form his or her conscience according to objective moral standards. The Word of God is a principal tool in the formation of conscience when it is assimilated by study, prayer, and practice. The prudent advice and good example of others support and enlighten our conscience. The authoritative teaching of the Church is an essential element in our conscience formation. Finally, the gifts of the Holy Spirit, combined with regular examination of our conscience, will help us develop a morally sensitive conscience.

The Excellence of Virtues

The Christian moral life is one that seeks to cultivate and practice virtue. “A virtue is an habitual and firm disposition to do the good. It allows the person not only to perform good acts, but to give the best of himself” (*Catechism of the Catholic Church*, no. 1803). An effective moral life demands the practice of both human and theological virtues.

Scripturally and theologically, the Christian moral life begins with a loving relationship with God, a covenant love made possible by the sacrifice of Christ. The Commandments and other moral rules are given to us as ways of protecting the values that foster love of God and others. They provide us with ways to express love, sometimes by forbidding whatever contradicts love.

The moral life requires grace. The *Catechism* speaks of this in terms of life in Christ and the inner presence of the Holy Spirit, actively enlightening our moral compass and supplying the spiritual strength to do the right thing. The grace that comes to us from Christ in the Spirit is as essential as love and rules and, in fact, makes love and keeping the rules possible.

---excerpted from the *United States Catholic Catechism for Adults*

Students Will:**PERSONAL SAFETY/VIRTUS**

Healthy Choices	K	1	2	3	4	5	6	7	8
1. Evaluate personal behavior as appropriate, inappropriate, safe, or dangerous.	X	X	X	X	X	X	X	X	X
2. Demonstrate the ability to advocate for oneself and on behalf of others.	X	X	X	X	X	X	X	X	X
3. Identify safety rules and procedures (e.g. stranger, online, traffic, fire and guns).	X	X	X	X	X	X	X	X	X
4. Demonstrate respect for all persons.	X	X	X	X	X	X	X	X	X
5. Recognize how emotions affect one's sense of well-being.	X	X	X	X	X	X	X	X	X
6. Recognize stress and its causes.	X	X	X	X	X	X	X	X	X
7. Identify healthy choices that promote well-being (e.g. exercise, good nutrition, laughter, relationships, prayer, meditation, communal faith life).	X	X	X	X	X	X	X	X	X
8. Practice good hygiene.	X	X	X	X	X	X	X	X	X
Online Safety									
9. Use the Internet in a safe and appropriate manner (refer to Technology Curriculum & VIRTUS).			X	X	X	X	X	X	X
10. Recognize the risks of providing personal information online.			X	X	X	X	X	X	X
11. Recognize it is very difficult to know the true identity of the person with whom you are communicating online.			X	X	X	X	X	X	X
12. Have an awareness of cyber bullying and demonstrate strategies for addressing it.			X	X	X	X	X	X	X
13. Recognize the signs of Internet addiction.			X	X	X	X	X	X	X

Touch and Abuse	K	1	2	3	4	5	6	7	8
1. Describe the differences between safe/ unsafe, good/bad and confusing touches.	X	X	X	X	X	X	X	X	X
2. Respect the wishes of others who don't want to be touched.	X	X	X	X	X	X	X	X	X
3. Respect the personal space of others.	X	X	X	X	X	X	X	X	X
4. Recognize the choice to say "No" when in an uncomfortable situation.	X	X	X	X	X	X	X	X	X
5. Identify to whom to go for help when in an uncomfortable situation.	X	X	X	X	X	X	X	X	X
6. Identify verbal, physical, sexual and emotional abuse.	X	X	X	X	X	X	X	X	X
7. Understand the need to report abuse for themselves and others until action is taken.	X	X	X	X	X	X	X	X	X
8. Understand there are consequences of false reporting of abuse.			X	X	X	X	X	X	X
9. Recognize victim grooming behaviors (e.g. gift giving, secrecy, special favors, and isolated interactions).		X	X	X	X	X	X	X	X
10. Recognize abusive behavior should not be kept a secret.	X	X	X	X	X	X	X	X	X
Drugs	K	1	2	3	4	5	6	7	8
11. Identify and evaluate safe and unsafe substances.	X	X	X	X	X	X	X	X	X
12. Identify the harmful effects of smoking or chewing tobacco.	X	X	X	X	X	X	X	X	X
13. Identify the acceptable and unacceptable uses of alcohol and drugs.	X	X	X	X	X	X	X	X	X
14. Identify the harmful effects of abusing drugs.			X	X	X	X	X	X	X
15. Develop a series of strategies to refuse a drug, while maintaining status within peer group.						X	X	X	X

16. Describe the proper use of prescription and non-prescription drugs.			X	X	X	X	X	X	X
17. Identify addiction as a disease and needs treatment like other diseases.				X	X	X	X	X	X
18. Identify community support resources for addiction.						X	X	X	X
19. Understand the difficulties in breaking habits.		X	X	X	X	X	X	X	X
20. Understand the possible dangers of ordinary household substances.	X	X	X	X	X	X	X	X	X
Blood borne Pathogens	K	1	2	3	4	5	6	7	8
21. Explain how infectious diseases spread.	X	X	X	X	X	X	X	X	X
22. Know and use universal precautions in regards to bodily fluids (e.g. hand washing, barriers, disinfecting).	X	X	X	X	X	X	X	X	X
23. Understand the HIV virus, though communicable, is not contracted through everyday activities or casual contact. <ul style="list-style-type: none"> Understand that AIDS is a syndrome caused by HIV infection. Understand the progression of HIV infection Describe the effects of the HIV virus on the body's immune system. 			X	X	X	X	X	X	X
24. Identify ways that blood borne pathogens are transmitted.		X	X	X	X	X	X	X	X
LIVING IN COMMUNITY									
Relationships	K	1	2	3	4	5	6	7	8
1. Recognize the presence of Christ in each person.	X	X	X	X	X	X	X	X	X
2. Explain the importance of respecting the needs and feelings of others.	X	X	X	X	X	X	X	X	X
3. Identify and reflect on personal strengths and limitations.	X	X	X	X	X	X	X	X	X

4. Identify the effects of sarcasm, joking, teasing, taunting and bullying on others.	X	X	X	X	X	X	X	X	X
5. Understand the importance for taking personal responsibility for actions.	X	X	X	X	X	X	X	X	X
6. Identify, understand, and accept personal emotions and the emotions of others.	X	X	X	X	X	X	X	X	X
7. Accept responsibility for how emotions are expressed.	X	X	X	X	X	X	X	X	X
8. Assume personal responsibility for non-verbal, oral and written communication.	X	X	X	X	X	X	X	X	X
9. Appreciate the role and responsibility of parents/caregivers.	X	X	X	X	X	X	X	X	X
10. Show respect for various family structures.	X	X	X	X	X	X	X	X	X
11. Show courtesy and respect to others (e.g. greeting elders, holding doors, talking to adults they know, giving precedence to the elderly and disabled).	X	X	X	X	X	X	X	X	X
12. Understand the need for authority and structure for communal living.	X	X	X	X	X	X	X	X	X
13. Define prejudice and identify its characteristics (e.g. racism, sexism).		X	X	X	X	X	X	X	X
14. Define stereotyping and discuss examples of it.		X	X	X	X	X	X	X	X
15. Identify the characteristics of healthy and unhealthy peer groups.		X	X	X	X	X	X	X	X
16. Identify the influence of peer groups.	X	X	X	X	X	X	X	X	X
17. Describe the challenges of peer pressure.	X	X	X	X	X	X	X	X	X
18. Identify the importance of standing up for the Gospel.	X	X	X	X	X	X	X	X	X
19. Identify and practice actions that build friendships (e.g. listening to peers, showing appreciation, sharing, including others).	X	X	X	X	X	X	X	X	X
20. Identify the qualities necessary to build good relationships (e.g. trust, honesty, responsibility).	X	X	X	X	X	X	X	X	X

21. Accept compliments and criticism with humility.	X	X	X	X	X	X	X	X	X
22. Distinguish between friendships and cliques.		X	X	X	X	X	X	X	X
Death/Loss	K	1	2	3	4	5	6	7	8
23. Discuss that birth, growth, and death are part of every life (e.g. plants, animals, and persons).	X	X	X	X	X	X	X	X	X
24. Describe the stages of the grieving process: <ul style="list-style-type: none"> • Denial and Isolation • Anger • Bargaining • Depression • Acceptance 		X	X	X	X	X	X	X	X
25. Understand that in death, life is changed not ended.	X	X	X	X	X	X	X	X	X
26. Understand the components of the Catholic Funeral Rite (Vigil Service, Funeral Liturgy, Rite of Committal).				X	X	X	X	X	X
27. Understand how families are affected by terminal illness.		X	X	X	X	X	X	X	X
28. Discuss the importance of grieving and ways to support those who are grieving.	X	X	X	X	X	X	X	X	X
Conflict Resolution	K	1	2	3	4	5	6	7	8
29. Identify the sources of conflict.	X	X	X	X	X	X	X	X	X
30. Understand that conflict occurs when people have conflicting needs.		X	X	X	X	X	X	X	X
31. Understand that resolving conflict requires an identification of the needs of those in conflict (e.g. belonging, achieving, freedom).		X	X	X	X	X	X	X	X
32. Practice different ways of resolving conflict (e.g. active listening, compromise, consensus, mediation).	X	X	X	X	X	X	X	X	X
33. Be open to the perspective of others in conflict situations.	X	X	X	X	X	X	X	X	X

34. Practice using prayer and reflection in handling conflicts.	X	X	X	X	X	X	X	X	X
35. Identify the value of peacemaking.	X	X	X	X	X	X	X	X	X
36. Identify those aspects of conflicts which they can and cannot control.	X	X	X	X	X	X	X	X	X
37. Explain the importance of handling personal conflict without involving extraneous people.	X	X	X	X	X	X	X	X	X
38. Distinguish between reporting and tattling.	X	X	X	X					
39. Understand how facing conflicts can contribute to personal growth.	X	X	X	X	X	X	X	X	X

CATHOLIC TEACHING ON HUMAN LIFE, RELATIONSHIPS, AND THE BODY

	K	1	2	3	4	5	6	7	8
1. Appreciate the human body as God’s creation and as a temple of the Holy Spirit.	X	X	X	X	X	X	X	X	X
2. Demonstrate respect for the life and dignity of the human person.	X	X	X	X	X	X	X	X	X
3. Demonstrate respect for their own body.	X	X	X	X	X	X	X	X	X
4. Identify the psychological, emotional, and physical stages in human development and that people go through these stages at different rates.					X	X	X	X	X
5. Understand and accept the physical, psychological and intellectual changes accompanying puberty as positive signs of growth.						X	X	X	X
6. Discuss psychosexual changes (sexual impulses).						X	X	X	X
7. Identify appropriate resources to help to answer questions relating to personal growth and development.					X	X	X	X	X
8. Recognize the negative effects of sexual harassment (e.g. legal, emotional, physical, and psychological).						X	X	X	X
9. Identify opportunities for healthy and balanced interaction with the opposite gender.				X	X	X	X	X	X
10. Understand different stages of relationships and dating.						X	X	X	X

11. Understand the difference between chastity and celibacy.								X	X
12. Explain that chastity is a positive virtue.								X	X
13. Examine the negative emotional, health, and moral issues of premarital sexual activity.								X	X
14. Understand the Sacrament of Matrimony as the covenant relationship between a man and woman.			X	X	X	X	X	X	X
15. Understand that procreation is part of God's plan.			X	X	X	X	X	X	X
16. Explain the Church's teaching on birth control.								X	X
17. Discuss the theological, moral, philosophical arguments against abortion.						X	X	X	X
18. Discuss pornography and prostitution as destructive behaviors and contrary to Christian values.							X	X	X

MORAL DECISION MAKING AND DISCERNMENT

	K	1	2	3	4	5	6	7	8
1. Explain reasons for having and following rules and regulations.	X	X	X	X	X	X	X	X	X
2. Understand that each choice has consequences.	X	X	X	X	X	X	X	X	X
3. Examine the consequences of appropriate and inappropriate choices.	X	X	X	X	X	X	X	X	X
4. Take responsibility for one's own actions in light of Gospel values.	X	X	X	X	X	X	X	X	X
5. Explain the role of conscience formation in making moral decisions.		X	X	X	X	X	X	X	X
6. Explain the process of making sound moral decisions.	X	X	X	X	X	X	X	X	X
7. Identify Church's teachings on respect for life issues (e.g. euthanasia, suicide, capital punishment, bioethical issues, war).						X	X	X	X
8. Understand and practice discernment.				X	X	X	X	X	X