

# UNIT 4

## Respecting Life and Sexuality

How is God calling me to respect life and sexuality?

### OVERVIEW

#### Unit Summary

This unit examines the values promoted by the Fifth, Sixth, and Ninth Commandments: respecting and protecting human life from the moment of conception to natural death and respecting and protecting God's plan for human sexuality. Practical ways to observe these commandments are discussed, and the various sins against these commandments are explained.

#### Learning Objectives

DESIRED RESULTS	
TRANSFER	ESTABLISHED GOALS
<i>Students will be able to independently use their learning to . . .</i>	
Explain the values underlying the Fifth, Sixth, and Ninth Commandments and how those values can be lived out.	<b>USCCB Framework</b> <i>Life in Jesus Christ</i> : II.B.5, II.B.6, II.B.9, II.C.5; III.G.5

MEANING MAKING	
ENDURING UNDERSTANDINGS <i>Students will understand that . . .</i>	ESSENTIAL QUESTIONS <i>Students will keep considering . . .</i>
<p>U1. The Fifth Commandment calls us to respect and protect all human life, from conception to natural death, because all human life is sacred, created by God for eternal life.</p> <p>U2. The Sixth and Ninth Commandments call us to a life of chastity, using the great gift of sexuality for the nuptial and generative ends God intended.</p>	<p>Q1. How can I show my respect for life?</p> <p>Q2. Why is sex okay in marriage only?</p>
ACQUISITION	
KNOWLEDGE <i>Students will know . . .</i>	SKILLS <i>Students will be able to . . .</i>
<p>K1. The Fifth Commandment is about more than murder; it calls us to a deep and radical respect for the sacredness of the human person.</p> <p>K2. Jesus' teaching helps us understand that any word or action that causes harm to another person is a sin against the Fifth Commandment.</p> <p>K3. Abortion is a serious sin and strongly forbidden by the Law of God.</p> <p>K4. Euthanasia, suicide, and the death penalty are sins against the sanctity of life.</p> <p>K5. Christians are called to be peacemakers and should avoid all violence except as a last resort in self-defense.</p> <p>K6. War is a great evil and can only be permitted when all the conditions for a just war are met.</p> <p>K7. Sexuality is a great gift, allowing human beings to share in God's life-giving power; when used wrongly, it has great power to harm people and relationships.</p> <p>K8. Pope Saint John Paul II taught that our bodies have a nuptial (creating intimacy) and generative (creating new life) meaning.</p> <p>K9. The Sixth and Ninth Commandments call all people to practice chastity, a life of sexual integrity.</p> <p>K10. Sexual sins such as fornication, cohabitation, prostitution, masturbation, and pornography, are all sins because they treat people as objects and do not use sex in the loving and life-giving way God intends.</p> <p>K11. Sins committed by married people against the Sixth and Ninth Commandments, such as adultery, divorce, artificial contraception, and artificial means of conception, separate the nuptial and generative purposes of sex from the natural act.</p>	<p>S1. Identify personal experiences that testify to the sacredness of life.</p> <p>S2. Conduct academic research on theological topics.</p> <p>S3. Explain why abortion, artificial conception, and euthanasia are morally wrong.</p> <p>S4. Discuss the moral implications of suicide and approaches to prevent suicide.</p> <p>S5. Provide logical reasoning for the Church's moral teaching on self-defense, war, and the death penalty.</p> <p>S6. Distinguish between immoral acts of violence and legitimate self-defense.</p> <p>S7. Explain the two ends of sexuality taught by Saint Pope John Paul II in his theology of the body.</p> <p>S8. Identify the values, attitudes, and behaviors that lead to sexual integrity and the values, attitudes, and actions that lead to sexual disintegration.</p> <p>S9. Define the connection between chastity and sexual integrity.</p> <p>S10. Provide logical reasoning for the Church's moral teaching on the true purpose of marriage, the permanence of marriage, and artificial contraception.</p> <p>S11. Identify and explain the sins against marriage.</p>

## Vocabulary

The student book covers the following list of terms for this unit. To provide the students with a list of the terms and their definitions that you choose to feature in your class, customize, download, and print the handout “Unit 4 Vocabulary” (TX006706), on pages 236–237, one for each student.

### Terms for Mastery

adultery	in vitro fertilization
annulment	just war
artificial insemination	legitimate defense
chastity	masturbation
cohabitation	nuptial
contraception	polygamy
euthanasia	scandal
fornication	surrogate motherhood
generative	temperance

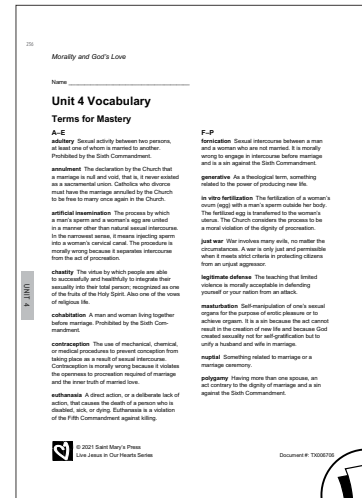
### Terms Introduced for Later Mastery

concupiscence  
excommunication

### Terms Previously Mastered or for General Knowledge


abortion  
pornography

prostitution  
suicide



TX006706

## Student Book Chapters

This unit draws on material from the *Morality and God's Love* student book and incorporates it into the unit instruction. Whenever the teaching steps for the unit require the students to refer to or read content from the student book, the following symbol appears in the margin: . The chapters covered in the unit are as follows.

### Chapter 10: The Fifth Commandment: Respecting Life (pp. 260–287)

- Article 37: Sacredness of Life in the Bible
  - Pre-read: Deuteronomy 32:39
  - Pre-read: 1 Samuel 2:6
  - Pre-read: Matthew 5:21–22, 38–39, 43–45
- Article 38: Beginning-of-Life Issues
- Article 39: End-of-Life Issues
- Article 40: Called to Be Peacemakers
  - Pre-read: Isaiah 52:13–53:12
  - Pre-read: Matthew 5:44
  - Pre-read: Acts of the Apostles 6:8–7:60
- Article 41: Personal Health
  - Pre-read: Psalm 139:13–14
  - Pre-read: 1 Corinthians 6:19

### Chapter 11: The Sixth and Ninth Commandments: Respecting Sexuality (pp. 288–315)

- Article 42: Sexuality: Sharing in God's Life-Giving Power
  - Pre-read: Genesis 1:28, 2:17
- Article 43: Chastity: The Key to Sexual Integrity
  - Pre-read: Matthew 5:8, 27–28
- Article 44: Sins against Chastity
- Article 45: The Christian Vision of Marriage and Sexuality
  - Pre-read: Ephesians 5:21–33
  - Pre-read: Matthew 5:31–32
- Article 46: Sins against the Dignity of Sexuality within Marriage
  - Pre-read: Matthew 19:3–9

## Additional Online Resources for Teaching This Unit

Visit [www.smp.org/livejesus\\_morality](http://www.smp.org/livejesus_morality) for additional resources for teaching the content of this unit. Support materials include:

- full PDF of this teacher guide
- PowerPoint presentations
- web-based resources
- reading guides
- quizzes and test bank
- downloadable handouts
- links to app-based games and quizzes

Quizlet is a unique online feature that allows students to practice and master the content of each chapter. Each Quizlet provides engaging activities that can be customized to suit your classroom. Use these SMP-created activities to encourage student participation.

## Assessing Student Understanding

The following resources will help you to assess student understanding of the key concepts covered in this unit:

- handout “Unit 4 Preassessment” (TX006704), on pages 232–233
- handout “Unit 4 Vocabulary” (TX006706), on pages 236–237
- handout “Unit 4 Final Performance Task Options” (TX006718), on pages 256–257
- handout “Unit 4 Final Performance Task Rubrics” (TX006719), on pages 258–259
- handout “Unit 4 Test” (TX006720), on pages 260–265
- handout “Unit 4 Test Answer Key” (TX006721), on pages 266–267
- downloadable quizzes for each chapter  
(see [www.smp.org/livejesus\\_morality](http://www.smp.org/livejesus_morality))

## The Suggested Path to Understanding

This unit in the teacher guide provides you with one learning path to take with the students, enabling them to better understand Christian sexual morality. It is not necessary to use all the learning experiences, but if you substitute other material from this course or your own material for some of the material offered here, check to see that you have covered all relevant facets of understanding and that you have not missed knowledge or skills required in later units.

### UNIT 4

#### Explain

#### LEARNING EXPERIENCE 1: Preassessment

Preassess what the students already know about the Fifth, Sixth, and Ninth Commandments to assist you in identifying key points to emphasize in this unit.

**Apply****LEARNING EXPERIENCE 2: Final Performance Task Preview**

Preview the final performance tasks and their rubrics.

**CHAPTER 10****Reflect****LEARNING EXPERIENCE 3: Reflection on the Sacredness of Life**

Guide the students through a personal reflection on the sacredness of human life. (U1, Q1, K1, K2, S1)

**Interpret****LEARNING EXPERIENCE 4: Primary Source Research on Life Issues**

Facilitate a small-group process researching two primary source documents to help the students gain a deeper understanding of beginning-of-life and end-of-life issues. (U1, Q1, K3, K4, S2, S3)

**Empathize****LEARNING EXPERIENCE 5: “Big Paper” Exercise on Teenage Suicide**

Lead the students in a “big paper” exercise to help them learn about and discuss teenage suicide. (U1, Q1, K4, S4)

**Interpret****LEARNING EXPERIENCE 6: Exploring the Gospel Call to Be Peacemakers**

Use the barometer method to help the students examine the Church’s statements on war, legitimate self-defense, and the death penalty. (U1, Q1, K5, K6, S5, S6)

**CHAPTER 11****Explain****LEARNING EXPERIENCE 7: Theology of the Body Student-Led Quiz**

Direct the students in discussing the significant points of the theology of the body and in creating a class quiz. (U2, Q2, K7, K8, S7)

**Perceive****LEARNING EXPERIENCE 8: Small-Group Exercise: Sexual Integrity versus Sexual Disintegration**

Lead the students in small groups to explore the meaning of sexual integrity and sexual disintegration. (U2, Q2, K7, K9, K10, S8, S9)

**Explain****LEARNING EXPERIENCE 9: Primary Source Research on Married Love**

Lead the students in a jigsaw process to examine primary source documents on married love. (U2, Q2, K7, K8, S2, S10)

**Apply****LEARNING EXPERIENCE 10: Understanding the Christian Vision of Marriage Using the Card-Deal Method**

Guide the students in examining their understanding of a Christian vision of marriage and the sins against the dignity of marriage using the card-deal method. (U2, Q2, K10, K11, S7, S9, S10, S11)

# LEARNING EXPERIENCES

The following learning experiences support the key learning objectives for this unit. They are designed to take place over the course of several weeks, but it will be important for you to choose how they will best fit into your unique learning environment and how they will combine with other material you wish to use, as you prepare your lesson plans. Typically, each learning experience takes a day or two of class time. The handouts referred to in various learning experiences are available as reproducible handouts at the end of each unit of this guide. They are also available as part of the additional online resources at [www.smp.org/livejesus\\_morality](http://www.smp.org/livejesus_morality).

## Explain

### LEARNING EXPERIENCE 1 (Unit) Preassessment

**Preassess what the students already know about the Fifth, Sixth, and Ninth Commandments to assist you in identifying key points to emphasize in this unit.**

- 1. Prepare** by photocopying or downloading and printing the handout “Unit 4 Preassessment” (TX006704), on pages 232–233, one for each student and one copy to cut apart to separate the individual questions. Have newsprint or a digital option ready for students to record their questions regarding the Fifth, Sixth, and Ninth Commandments that may arise during the learning experience.

## TEACHER NOTE

You may wish to photocopy or download and print a copy of the handout “Unit 4 Preassessment Answer Key” (TX006705), on pages 234–235, for your use.

- 2. Introduce** the topic of this unit—the Fifth, Sixth, and Ninth Commandments—using remarks like these:

- The Fifth Commandment, “You shall not kill” (Exodus 20:13), calls us to respect and protect human life. The primary value taught by this commandment is the sacredness of human life. We will address specific issues and principles related to respect for human life, including abortion, genetic engineering, stem cell research, euthanasia, just war, and personal health.
- The Sixth Commandment, “You shall not commit adultery,” and the Ninth Commandment, “You shall not covet your neighbor’s wife,” call us to respect and protect the sacredness of sexuality. The primary value taught by these commandments is that our sexuality is a wonderful gift from God that allows us to share in God’s loving power to create new life. We will address how to respect this gift and use it as God intended.

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Morality and God's Love

**Unit 4 Preassessment**

1. What does it mean for human beings to be created in the image and likeness of God? What implication does this have regarding respect for human life?

2. What acts in today's society are considered immoral based on the Fifth Commandment's demand not to kill?

3. How are we required to be peacekeepers in our relationships with others?

4. What can we do to change societal acceptance of abortion?

5. What does the Magisterium teach regarding the morality of stem cell research and other related issues, such as genetic engineering?

6. What is the Christian moral response to end-of-life issues, such as euthanasia?

7. What are the criteria for a just war in Church teaching?

8. What is the Church teaching on the use of the death penalty?

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TX006704

UNIT 4

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Morality and God's Love

**Unit 4 Preassessment Answer Key**

1. What does it mean for human beings to be created in the image and likeness of God? What implication does this have regarding respect for human life?

- It means that all human life is sacred, of infinite value, and destined for eternal life. The implication is that we must show respect for human life at all stages—from conception to natural death—without any exception. It also means that we must work to protect all life and that violence of any kind, in word, thought, or deed, is not permitted unless in self-defense.

2. What acts in today's society are considered immoral based on the Fifth Commandment's demand not to kill?

- There are many possible answers to this question, such as murder, abortion, capital punishment, war, terrorism, hate crimes, torture, sexual, physical violence, rape, and euthanasia.

3. How are we required to be peacekeepers in our relationships with others?

- There are many possible answers to this question, including being called to speak out against injustice, nonviolent resistance, and conflict resolution, and being called to advocate for others including the unborn, people with disabilities, and the elderly.

4. What can we do to change societal acceptance of abortion?

- We can lobby and advocate to change laws supporting abortion, we can support organizations that support pregnant women, and we can educate others about the unborn and their rights.

5. What does the Magisterium teach regarding the morality of stem cell research and other related issues, such as genetic engineering?

- The Church teaches that using stem cells from aborted fetuses for any purpose is immoral. Permitted genetic engineering is limited to embryos, and embryos are permitted but not permitted for “creating” human beings with specific characteristics, sometimes called “designer babies.”

6. What is the Christian moral response to end-of-life issues, such as euthanasia?

- The Christian moral response is based on the truth that God alone is the author of life and death. Taking our own or someone else's life before its natural end—even for what may seem like a compassionate reason—is taking over the role that is God's alone. However, we are required to do all we can to make someone who is experiencing death comfortable and pain-free.

7. What are the criteria for a just war in Church teaching?

- The criteria for a just war typically include the following: it must be for a just cause, the good must outweigh the evil (proportionate justice), it must be declared by a legitimate authority, there must be a reasonable chance of winning, the good to be achieved must outweigh the overall destruction (proportionality), and it must be used only as a last resort.

8. What is the Church teaching on the use of the death penalty?

- The death penalty was allowed in capital crimes after there was no reasonable way of humanely punishing criminals who were serious dangers to society. However, now that society has developed humane ways of punishing dangerous criminals for life, recent popes have declared that the death penalty is wrong—a serious violation of human dignity.

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TX006705

- To preassess your understanding of these commandments, you will work in small groups. Each group will be given one or two questions for discussion.

3. **Arrange** the students into eight groups. Distribute two questions, from the copy of the handout you cut apart, to each group.
4. **Tell** the groups to discuss possible answers to their assigned questions and to determine what they think would be the best answer. Have each group select a student to record the group's responses to share with the whole class. Direct each group to also record any questions related to these commandments that they would like to address in this unit of study, using the newsprint or digital option provided.
5. **Distribute** the handout so each student has a copy once the small-group discussions have finished. Invite each small group to state its assigned questions and share with the class the responses, comments, and uncertainties that arose in their discussion. Direct all the students to write their own notes and comments on the handout for each question as the different groups present.
6. **Use** the feedback from the small-group discussions to provide points of emphasis or clarification throughout the learning experiences for unit 4.

## Apply

### LEARNING EXPERIENCE 2 (Unit)

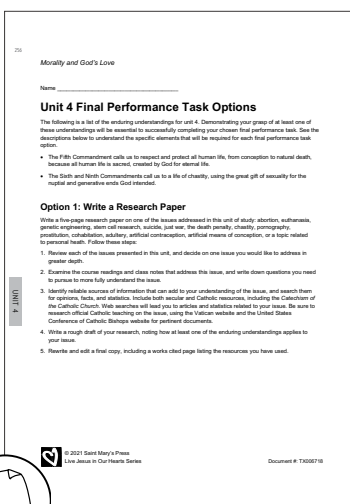
## Final Performance Task Preview

Preview the final performance tasks and their rubrics.

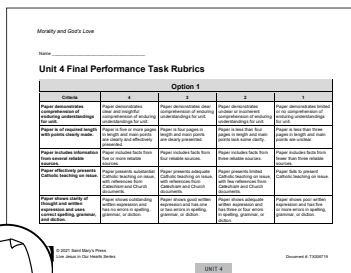
1. **Prepare** by photocopying or downloading and printing the handouts “Unit 4 Final Performance Task Options” (TX006718), on pages 256–257, and “Unit 4 Final Performance Task Rubrics” (TX006719), on pages 258–259.
2. **Distribute** the handouts. Give the students a choice as to which performance task to work on and add more options if you so choose.
3. **Review** the directions, expectations, and rubrics in class, allowing the students to ask questions. You may want to say something to this effect:

- The first option is to be completed individually. The second option is for teams of three or four students.
- Keep in mind that you should be working on, or at least thinking about, your chosen task throughout the unit.

4. **Explain** the types of tools and knowledge the students will gain throughout the unit so that they can successfully complete the final performance task.



TX006718



TX006719



**TEACHER NOTE**

If these final performance tasks, or similar ones, have been completed by a prior class, place examples of this work in the classroom. This allows the students to understand how they might effectively approach the final performance tasks and realize that there is more than one way to successfully complete the tasks.

5. **Allow** one full class period, near the end of the unit, for the students to work on the final performance task. This will allow you to work with any students who need additional guidance with their project.

**TEACHER NOTE**

Time permitting, allow the students to share their final performance tasks (either formally or informally) with their classmates on the due date.

**Reflect****LEARNING EXPERIENCE 3** (Chapter 10)**Reflection on the Sacredness of Life**

Guide the students through a personal reflection on the sacredness of human life. (U1, Q1, K1, K2, S1)

1. **Prepare** by ensuring that the all students have read articles 37 and 41 in the student book prior to this learning experience and that they will have access to their student books and Bibles (print or digital) during class. Be prepared to show the PowerPoint presentation “Learning Experience 3: Life: A Precious Gift” (TX006865), which can be downloaded from [www.smp.org/livejesus\\_morality](http://www.smp.org/livejesus_morality).
2. **Share** the following comments with the students:
  - It is possible to minimize the significance of the Fifth Commandment in our daily lives if we only consider the literal meaning of the command “Do not kill.” However, in his life and teachings, Christ broadens our understanding of what it means to choose life and not death. In the Gospels, he challenges us to uncover the many ways we might disregard the sacredness of human life.
  - To genuinely cherish the life of others, including our enemies, we must recognize the sacredness of our own life. In Baptism, we are welcomed as a child of God. We will consider what it means to cherish and respect one’s own life.



Articles 37 and 41



TX006865



- We are going to reflect on the preciousness of life in a visual presentation after which you will write a short essay. To prepare for this, please take out a pencil and a sheet of paper. At the top of your paper, write your name and the title “Life as a Precious Gift.” Under the title, write down a verse from Scripture about the preciousness of life to begin your essay. You may wish to look at the Scripture passages referred to in article 37 in the student book.

Allow 5 minutes for the students to locate and write down the verse they have chosen.

3. **Show** the PowerPoint presentation, and ask the students to reflect quietly on the comments and questions on its slides. At the end of the presentation, instruct the students to write a two- or three-paragraph essay in response to the direction on the final slide: “Describe an event in your life that has caused you to appreciate that life is a precious gift.” You may wish to give them some suggestions for this, such as a story that their family has shared about their birth or about a family member’s death, a particular crisis or disaster that has touched their life personally, the story or advice of a person they particularly admire, or an inspirational book or story.
4. **Allow** adequate time for the students to complete the written response. Invite willing students to share the experiences they wrote about in their short essay. Ask the class:
  - Why is respect for your own life essential for developing respect for the lives of other people?

#### TEACHER NOTE

Make the essay a graded assignment by having the students conclude their essays with one or two paragraphs answering the question asked in step 4: Why is respect for your own life essential for developing respect for the lives of other people?

5. **Direct** the students to review the list of self-care questions at the beginning of article 41 in the student book. Ask them to add to their essay by responding to the following writing prompts:
  - I show my appreciation for the gift of my life in caring for myself by . . .
  - I struggle to care for my personal health in these areas . . .

## Interpret

## LEARNING EXPERIENCE 4 (Chapter 10)

## Primary Source Research on Life Issues

Facilitate a small-group process researching two primary source documents to help students gain a deeper understanding of beginning-of-life and end-of-life issues.

(U1, Q1, K3, K4, S2, S3)

1. **Prepare** by ensuring that all the students have read articles 38 and 39 in the student book prior to this learning experience and that they will have access to their student books (print or digital) during class. Photocopy or download and print the handout “Beginning-of-Life and End-of-Life Issues Worksheet” (TX006707), on pages 238–239, one for each student.

## TEACHER NOTE

This learning experience works best over two class sessions or a longer block session. The first class session should be devoted to steps 2 through 4, and the second class session should be devoted to the small-groups’ presentations and class discussion.

2. **Arrange** the students into groups of three. Distribute the handout. Direct the students to work in their groups to review their reading assignments from the student book and to work together to complete the handout. Each student should fill in the group’s answers on their own handout for future reference.
3. **Assign** each small group one of the following selections from a Church document to read and summarize for the class. These documents can be easily found on the Vatican website ([www.vatican.va](http://www.vatican.va)); links are also available in the unit’s online resources, at [www.smp.org/livejesus\\_morality](http://www.smp.org/livejesus_morality). The students should search for the encyclical “The Gospel of Life” using the Latin name “*Evangelium Vitae*.” If the students do not have internet access, you may wish to print out the relevant sections for use in class.
  - “The Gospel of Life” (“*Evangelium Vitae*”), Abortion, number 58
  - “The Gospel of Life” (“*Evangelium Vitae*”), Abortion, number 59
  - “The Gospel of Life” (“*Evangelium Vitae*”), Abortion, number 60
  - “The Gospel of Life” (“*Evangelium Vitae*”), Euthanasia, number 64
  - “The Gospel of Life” (“*Evangelium Vitae*”), Euthanasia, number 65
  - *Instruction on Respect for Human Life in Its Origin and on the Dignity of Procreation (Donum Vitae)*, Is Prenatal Diagnosis Morally Licit?, question 2
  - *Instruction Dignitas Personae on Certain Bioethical Questions*, Gene Therapy, numbers 25 and 26




Articles 38–39



TX006707





TX006708



## Article 39



TX006709

4. **Direct** the groups to read their assigned passage and to work together to summarize key points from the reading for class presentation. Allow adequate time for the groups to complete this assignment.
5. **Start** a class discussion by asking each small group to present a summary of the key points from their assigned passage. Then review their responses on the handout, having the students discuss how the key points from their assigned readings enhance and clarify points from the student book. Allow the students to raise questions or points of discussion for further clarification.

Note the handout “Beginning-of-Life and End-of-Life Issues Worksheet Answer Key” (TX006708), on pages 240–241.

## LEARNING EXPERIENCE 5 (Chapter 10)

## “Big Paper” Exercise on Teenage Suicide

**Lead the students in a “big paper” exercise to help them learn about and discuss teenage suicide. (U1, Q1, K4, S4)**

- 1. Prepare** by ensuring that all the students have read article 39 in the student book prior to this learning experience and that they will have access to their student books (print or digital) during class. Photocopy or download and print the handout “Help Stop Teen Suicide” (TX006709), on pages 242–244, one for each student and another for every three students. Have newsprint ready, one sheet for every three students. In the center of each sheet of newsprint, attach a copy of the handout.
- 2. Introduce** the topic of suicide by reviewing the following key points from article 39 in these or similar words:
  - Suicide is also an offense against the Fifth Commandment. It is taking over a decision that is God’s alone and is the ultimate rejection of God’s gifts of love and hope.
  - Though suicide is always objectively wrong, the Church recognizes that overwhelming circumstances, depression, and mental illness may affect a person’s moral judgment.
  - The Church’s response to suicide is to pray for those who have committed suicide and to place them in God’s mercy and judgment.

- Suicide leads to devastating results in the lives of family members and friends.
  - Individuals who are having suicidal thoughts should seek the support of others in the community who can help them deal with their problems and struggles.
  - Our exercise today is to deepen our understanding of suicide among teens, to recognize its risk factors, and to identify ways of restoring a person's dignity and respect.
3. **Arrange** the students into groups of three. Provide each group with a sheet of newsprint, and make sure each student has a pen or marker. Direct the students in each group to write their names on one side of the newsprint.
  4. **Distribute** the handout. Direct the students to read it and to then have a silent conversation with one another about it. Explain that they will have this silent conversation by writing their comments about the handout's content on the newsprint. They should also write their responses to the other group members' comments. There is no limit to the number of comments and responses. They are to remain silent for the exercise.
  5. **Allow** about 10 minutes for the students to complete the assignment. Instruct each group to tape its newsprint to the wall. Invite the students to silently move about the room, reading the conversations from each group's posting.
  6. **Instruct** the students to return to their desks. Lead a discussion on the topic of suicide, noting that it is often referred to as the "silent topic" because people are hesitant to discuss the issue. Post the following questions for large-group discussion:
    - What information did you gain from the handout and from the silent conversations?
    - What insights did you obtain from reading the postings? Were the comments similar?
    - What signs do you feel are significant indicators that a teen is having a problem that requires outside help?
    - What suggestions do you have for teens, parents, school faculty and staff, and church communities to identify and address the concerns of teens that might lead them to suicidal feelings?
    - Can you list five individuals you would contact if you were facing a problem that seemed overwhelming? Whom might you include?

### TEACHER NOTE

Provide the students with contact information for local and national hotlines for agencies that provide support in crisis situations such as suicide prevention. Often such agencies provide brochures or wallet-size cards that students can save for future reference.




## Interpret

## LEARNING EXPERIENCE 6 (Chapter 10)

# Exploring the Gospel Call to Be Peacemakers

Use the barometer method to help the students examine the Church's statements on war, legitimate self-defense, and the death penalty. (U1, Q1, K5, K6, S5, S6)

1.  **Prepare** by ensuring that all the students have read article 40 in the student book prior to this learning experience and that they will have access to their student books (print or digital) during class. Photocopy or download and print the handout “Blessed Are the Peacemakers” (TX006710), on page 245, one for each student. Prepare two signs in large print, one labeled “Agree” and the other labeled “Disagree.” Post these signs on opposite walls in the classroom for the barometer exercise.

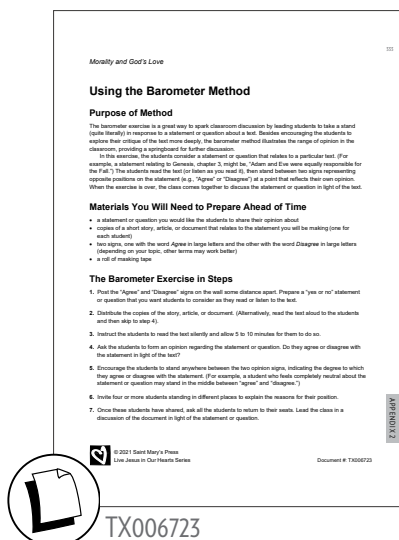
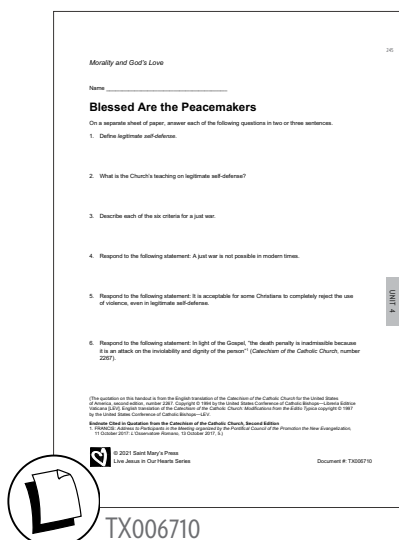
## TEACHER NOTE

For more detailed information on the barometer method, see the resource “Using the Barometer Method” (TX006723), at [www.smp.org/livejesus\\_morality](http://www.smp.org/livejesus_morality) and in the Methods Resources appendix, on page 333.

2. **Remind** the students that the beatitude “Blessed are the peacemakers” (Matthew 5:9) adds to our understanding of the Fifth Commandment. Prepare them for the exercise with these or similar words:

- Just as we have considered how changes in technology and science have produced new challenges for creating a culture of life in our society, the growth in science and technology has also produced new issues surrounding war, violence, and peacemaking.
- How did your reading of article 40 add to your understanding of the Church statements on legitimate self-defense, war, and the death penalty? If you were in a conversation with friends or family regarding the issues of war and violence, how would you explain the statements of the Church? This learning experience will give you the opportunity to see how what you have learned can help you answer questions like these.

3. **Give** the students 5 minutes to review article 40. Distribute the hand-out, and ask the students to answer the questions without using their student books. Note that this is not a quiz; it is an opportunity for the students to reflect on how well they can articulate an understanding of the Church's statements on these issues. Allow adequate time for the students to complete their answers.





4. **Call** the students' attention to the "Agree" and "Disagree" signs posted in the classroom. Tell the students that they will have an opportunity to express their understanding using the barometer method. Direct them to look at questions 4–6 on the handout they have just completed. Read the statement in question 4: "A just war is not possible in modern times." Invite the students to express whether they agree or disagree with this statement by standing near the sign that reflects their opinion. Encourage the students to stand anywhere between the two opinion signs, indicating the degree to which they agree or disagree with the statement. For example, a student standing in the middle is not certain whether to agree or disagree.

### TEACHER NOTE

Another option would be to use a polling app instead of physical movement. You could set up the poll so that the students could respond "strongly agree," "somewhat agree," "somewhat disagree," and "strongly disagree" for each question.

5. **Ask** four volunteers to explain the reasons for their responses.
6. **Use** the same procedure for the statements in questions 5 and 6 on the handout. Again, once the students have taken a position, ask four volunteers to explain the reasons for their responses. When the students have shared their opinions on all three statements, ask them to return to their seats.
7. **Review** the responses to the handout, leading the class in a discussion of the issues of legitimate self-defense, war, Christian nonviolence, and the death penalty. Be sure the following points are made or clarified:
  - God calls people of faith to be ambassadors of peace and reconciliation and to tirelessly work for the creation of just societies.
  - Jesus sets a new standard for peacemaking, calling his disciples to do everything possible to promote peace and to convert hardened hearts through nonviolent love.
  - When threatened with bodily harm by an unjust aggressor, we have a legitimate right to defend ourselves and others. But harming the aggressor must be a last resort.
  - Pope Francis said in light of the Gospel that "the death penalty is inadmissible because it is an attack on the inviolability and dignity of the person"<sup>1</sup> (*Catechism of the Catholic Church*, no. 2267).
  - A war is only just and permissible when it meets strict criteria in protecting citizens from an unjust aggressor.

TX006711

page 261

TX006897

TX006863

Note the handout “Blessed Are the Peacemakers Answer Key” (TX006711), on page 246.

An optional conclusion to the session is to invite the students to read Pope Francis's prayer for peace in the "Take It to God" sidebar on page 261 of the student book. Then arrange the students into pairs, and ask the pairs to create their own prayer for peace. When the prayers have been submitted, you may wish to review and select several for posting or for use in daily prayer.

Students can participate in self-assessments using several different types of Quizlet reviews for each chapter. These assist students in reviewing each chapter and receiving immediate feedback on the knowledge they have acquired. If you choose to administer the chapter 10 quiz (TX006897), do so now, before moving on to chapter 11. (See [www.smp.org/livejesus\\_morality](http://www.smp.org/livejesus_morality) to access both of these resources.)

You may wish to present the main chapter points using the PowerPoint presentation “Chapter 10 Overview: The Fifth Commandment: Respecting Life” (TX006863) (see [www.smp.org/livejesus\\_morality](http://www.smp.org/livejesus_morality)).



## Explain

### LEARNING EXPERIENCE 7 (Chapter 11)

## Theology of the Body Student-Led Quiz

Direct the students in discussing the significant points of the theology of the body and in creating a class quiz. (U2, Q2, K7, K8, S7)

1. **Prepare** by ensuring that all the students have read article 42 in the student book prior to the session and that they will have access to their student books (print or digital) during class. Obtain index cards to distribute to the class, one for each student.
2. **Introduce** the focus of this step: Saint Pope John Paul II's theology of the body, covered in article 42 of the student book. Remind the students that this theology is drawn from the Pope's public teaching and reflections on Scripture. Review these summary points:
  - The body alone is capable of making visible the invisible spiritual and divine realities.
  - John Paul II's reflection flows from key passages in the beginning of the Book of Genesis: We are made in the image and likeness of God; male and female he made us.
  - Through our bodies and our sexuality, we participate in God's love and life.
  - The union of man and woman is an image of the communion of Father, Son, and Holy Spirit.
  - Men and women are created to be in relationship with one another.
  - Our sexuality is a call to share in God's love and life-giving power. This is just as true for unmarried persons as it is for married couples.

### TEACHER NOTE

Consider having students do further web-based research on the theology of the body. Several websites cover this topic thoroughly. See the links for this unit listed in the resource center, at [www.smp.org/livejesus\\_morality](http://www.smp.org/livejesus_morality).



Article 42



3. **Direct** the students to review article 42 and any notes they may have taken on it in order to create one question on the content for a class quiz. For example, they might ask, What Scripture passage captures John Paul II's attention in considering man and woman together as a reflection of the image of God, and why? Distribute index cards to the students, and ask them to write their quiz question on the card. Provide adequate time for the students to accomplish this task.
4. **Arrange** the students into groups of five. Ask one student from each small group to collect the question cards from the group members. This student should then read the questions on the cards for small-group discussion, one at a time, allowing adequate time to discuss each question.



Articles 43–44

- Instruct** each group to select one question to pose to the entire class and to write that question on the board. Tell the class that the questions being posted should not be duplicated, so each group must post a distinctly different question. Use the posted questions for a summary class discussion on the article.

### TEACHER NOTE

You can turn this learning experience into an assessment opportunity by using the students' questions for a class quiz. If you have the technology, direct the students to add their question to a shared digital document, perhaps working in pairs to do this. You may wish to have them post the questions under categories: true or false, multiple choice, short essay, etc. Quickly review the document for duplications and clarity, and then send the document to the students to take as a quiz.



TX006712

### Perceive

### LEARNING EXPERIENCE 8 (Chapter 11)

## Small-Group Exercise: Sexual Integrity versus Sexual Disintegration

Lead the students in small groups to explore the meaning of sexual integrity and sexual disintegration. (U2, Q2, K7, K9, K10, S8, S9)

- Prepare** by ensuring that all the students have read articles 43 and 44 in the student book and that they will have access to their student books (print or digital) during class. Photocopy or download and print the handout “Sexual Integrity or Sexual Disintegration?” (TX006712), on page 247, one for each student. Print one of each of the following words or phrases on a separate index card. You will be arranging the students into groups of four, so you will need an index card for each group. If your class is larger than sixteen students, repeat the words or phrases on additional index cards.
  - freedom
  - love
  - happiness
  - life’s ultimate purpose
- Distribute** the handout. Ask the students to review articles 43 and 44 in the student book to complete the handout. In the “Sexual Integrity” column, they should list the values, attitudes, or behaviors that describe sexual integrity. In the “Sexual Disintegration” column, they should record the values, attitudes, or behaviors that describe sexual disintegration. Allow adequate time for the students to individually complete the review of the readings and the written responses on the handout.

## TEACHER NOTE

Note the handout “Sexual Integrity or Sexual Disintegration? Answer Key” (TX006713), on page 248.

3. **Arrange** the students into groups of four, and distribute to each group one of the topic cards identifying the foundational principles of morality: freedom, love, happiness, and life’s ultimate purpose. Then give the following directions, and allow adequate time for the group to complete the exercise:
  - Discuss with one another your understanding of sexual integrity and sexual disintegration based on what you wrote on your handout. Be sure you have a thorough understanding of these concepts as a group.
  - After you have explored these concepts, discuss how sexual integrity and sexual disintegration influence the foundational moral principle assigned to your group. For example, sexual integrity affects human freedom in a positive way by allowing us to relate to others as people, not as sexual objects or as sexual competitors. We listen better because we are not trying to make a positive impression; rather, we have true concern for the person. Use examples like this in your discussion.
  - As a group, create a summary response about how sexual integrity and sexual disintegration influence the foundational moral principle assigned to you. Have one member of your group record this summary response.
4. **Invite** the groups to contribute to the class discussion in these or similar words:
  - We will now have a class discussion on chastity and the sins against chastity, using the insights from your small-group discussions.
  - You might be wondering about the connection between chastity and sexual integrity. The connection is straightforward. Chastity leads to a sense of sexual integrity, and sins against chastity lead to the experience of sexual disintegration.
5. **Pose** the following questions to each group, having them answer in light of the topic they were assigned:
  - What is your understanding of the relationship between sexual integrity and freedom / love / happiness / life’s ultimate purpose? How does this affect the practice of chastity?
  - What is your understanding of the relationship between sexual disintegration and freedom / love / happiness / life’s ultimate purpose? How does this affect the practice of chastity?

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**Sexual Integrity or Sexual Disintegration? Answer Key**

Sexual Integrity	Sexual Disintegration
Chastity, practice, and virtue	Choosing to engage in ways that are intended to provide sexual pleasure to others
"You shall not commit adultery" (Exodus 20:14)	Flirting with someone who is not your husband or wife in a way that suggests sexual interest
"You shall not covet your neighbor's wife" (Exodus 20:17)	lust and sexual contemplation
"Blessed are the pure of heart, for they shall see God"	Intimate sexual activity outside of marriage, or fornication
Moderation, practice, and virtue	Prostitution
Chastity in what you wear, listen to, and watch	Masturbation
Temperance, virtue	Pornography
View to avoid sexual activity until you get married	Homosexual acts
Trusting homosexual people with respect, compassion, and sensitivity	
Active prayer life	

(This handout is available on the website [www.4mat.com](http://www.4mat.com) for free. All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording, or by any information storage or retrieval system, without permission in writing from the copyright owner.)

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Document # TX006713

TX006713

6. **Post** the following questions on the board for summarizing the class discussion:
- What are the benefits of practicing chastity?
  - What occasions of sin or temptations to sin against the Sixth and Ninth Commandments can be avoided with awareness, moderation, and self-discipline?
7. **Conclude** with the following summary of the benefits of chastity and the sins against chastity, taken from *Catechetical Formation in Chaste Living*, by the United States Conference of Catholic Bishops:

- The benefits of chastity include the integrity of life and love placed in the person; the gift of authentic friendship; fidelity in marriage, which leads to a strong family life; the ability to be “pure of heart”; development to authentic maturity; capacity to respect and foster the “nuptial meaning” of the body; a lifestyle that brings joy; the discipline to renounce self, make sacrifices, and wait; a life that revolves around self-giving love; development of a harmonious personality; freedom from all forms of self-centeredness; the capacity for compassion, tolerance, generosity, and a spirit of sacrifice; avoidance of occasions of sin.

[Violations of chastity include] immodest behavior, dress, or speech; misuse of the Internet creating easy access to virtual and anonymous behaviors for viewing pornography, . . . for writing explicitly through blogs and instant messaging, and for posting inappropriate, sexually explicit, or suggestive photos, messages, rumors, etc. on popular social networking Web sites; risky behaviors, sometimes as a result of using alcohol or drugs, which often lead to sexual encounters; giving into lustful desires and temptations. (Nos. 25–26)

## TEACHER NOTE

You can expand on this learning experience by having the students reflect on the media's influence on sexual integrity, using the barometer method. Post two signs labeled “Positive” and “Negative” on opposite sides of the room, and ask the class questions such as, What is the influence of television and movies on the sexual values of youth today? and What is the influence of media advertising on the sexual values of youth today?

For more detailed information on the barometer method, see the resource “Using the Barometer Method” (TX006723), at [www.smp.org/livejesus\\_morality](http://www.smp.org/livejesus_morality) and in the Methods Resources appendix, on page 333.

Morality and God's Love

### Using the Barometer Method

#### Purpose of Method

The barometer exercise is a great way to spark classroom discussion by having students to take a stand (quite literally) in response to a statement or question about a test. Besides encouraging the students to explore their beliefs of the test more deeply, the barometer method facilitates the range of opinion in the classroom, providing a springboard for further discussion.

In the exercise, the students consider a statement or question that relates to a particular test. (For example, a statement relating to chastity: “Agree” or “Disagree” or “I’m not sure.”)

When the exercise is over, the class comes together to discuss the statement or question in light of the test.

#### Materials You Will Need to Prepare Ahead of Time

- a statement or question you would like the students to share their opinion about
- copies of a short story, article, or document that relates to the statement you will be making (one for each student)
- two signs, one with the word Agree in large letters and the other with the word Disagree in large letters (depending on your topic, other words may work better)
- a roll of masking tape

#### The Barometer Exercise in Steps

1. Post the “Agree” and “Disagree” signs on the wall some distance apart. Prepare a “yes or no” statement or question that you want students to consider as they read or listen to the text.
2. Distribute the copies of the story, article, or document. (Alternatively, read the text aloud to the students and then ask to step 4.)
3. Instruct the students to read the text silently and allow 5 to 10 minutes for them to do so.
4. Ask the students to form an opinion regarding the statement or question. Do they agree or disagree with the statement in light of the text?
5. Encourage the students to stand anywhere between the two opinion signs, indicating the degree to which they agree or disagree with the statement. (For example, a student who feels completely neutral about the statement or question may stand in the middle between “Agree” and “Disagree”.)
6. Invite four or more students standing in different places to explain the reasons for their position.
7. Once these students have shared, ask all the students to return to their seats. Lead the class in a discussion of the document in light of the statement or question.

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Document # TX006723

TX006723

## Explain

### LEARNING EXPERIENCE 9 (Chapter 11)

## Primary Source Research on Married Love

Lead the students in a jigsaw process to examine primary source documents on married love. (U2, Q2, K7, K8, S2, S10)

1. **Prepare** by photocopying or downloading and printing the handout “Jigsaw Analysis of Primary Source Readings” (TX006714), on pages 249–250, one for each group of four students.

### TEACHER NOTE

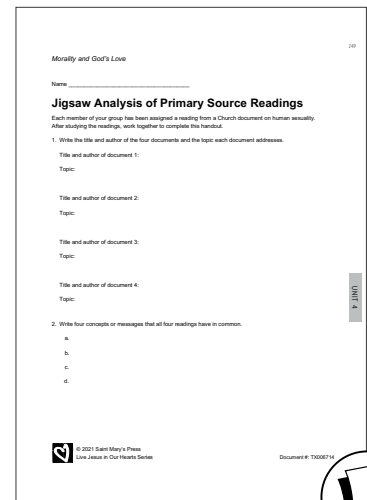
For more detailed information on the jigsaw method, read the method background resource “Using the Jigsaw Method (Unit 4)” (TX006741), at [www.smp.org/livejesus\\_morality](http://www.smp.org/livejesus_morality) and in the Methods Resources appendix, on page 332.

2. **Arrange** the students into groups of four. Assign each student in the group one of the following four readings, a different reading for each student, which they are to find and read on the internet. A search for the document title will lead them to the correct document on either the Vatican website or the USCCB website. The readings are as follows:

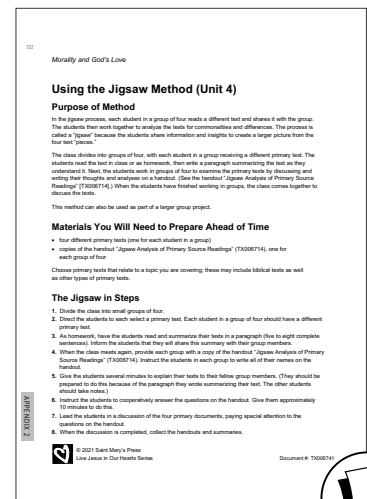
- “The Gospel of Life” (“*Evangelium Vitae*”), by Pope John Paul II, section 92.
- “On Human Life” (“*Humanae Vitae*”), by Pope Paul VI, sections 8 and 9, titled “God’s Loving Design” and “Married Love”
- “On Human Life” (“*Humanae Vitae*”), by Pope Paul VI, sections 10 and 11, titled “Responsible Parenthood” and “Observing the Natural Law”
- “Married Love and the Gift of Life,” by the United States Conference of Catholic Bishops, sections titled “What does the Church teach about married love?” and “What does this have to do with contraception?”

### TEACHER NOTE

This can be an in-class assignment if your class has computers and internet access, or you can make it a take-home assignment. You may wish to allow two class sessions for this learning experience, one session for researching and completing the handout and one session for the small-group and class discussions.



TX006714



TX006741

Morality and God's Love

## Jigsaw Analysis of Primary Source Readings Answer Key

- Write the title and author of the four documents and the topic each document addresses.

**Title and author of document 1:** “The Gospel of Luke” (Evangelium Vetus), by Pope John Paul II

**Topic:** The role of the family, the domestic church, in the life of Catholic people

**Title and author of document 2:** “On Human Life” (Humanae Vitae), by Pope Paul VI

**Topic:** The nature of marriage and sexual responsibility

**Title and author of document 3:** “On Human Life” (Humanae Vitae), by Pope Paul VI

**Topic:** The sacraments of marriage and the role of natural law in marriage

**Title and author of document 4:** “Married Love and the Gift of Life,” by the United Nations Conference of Catholic Bishops

**Topic:** The Catholic teaching on married love, and the implications of married love for the use of contraception
- Write the concepts or themes associated with all four readings here in common.


  - Marriage’s family life requires great responsibility
  - Married love requires total commitment from both husband and wife
  - Following God’s will as married people and as families leads to deeper love and understanding
  - Family plays an important role in God’s plan
- Write a concept or theme that is unique in each reading—a concept found in each document but is not repeated in the other three.

  - Through the raising of children, the family fulfills its mission to procreate the people of life.
  - Married love is most meaning based in natural marital or emotional love. It is an act of love in which husband and wife become one heart, one mind, and one spirit.
  - God created laws of family so that marriages today are naturally supported through time.
  - Sexual intercourse is to be reserved for married couples when married couples use contraception.
- If you had to create a film to describe how your readings thought, what title would you choose? Write your film title and the reasons you chose it.

Answers will vary.

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10

## Morality and God's Love

### Card-Deal Questions on the Christian Vision of Marriage

Cut these questions apart and attach them to index cards to create a deck of cards.

1. What are the vows made in the Sacrament of Matrimony?

6. Why is parental sex morally wrong?

2. What steps are a husband and wife united in love in a marriage?

7. Why is artificial birth control morally wrong?

3. How does the Holy Spirit empower the husband and wife in the Sacrament of Matrimony?

8. Why is natural family planning considered a morally acceptable means of responsibly spacing children in a marriage?

4. What is the negative or unitive meaning of chastity in a marriage?

9. What are three means of artificial birth control?

5. What is the procreative or generative meaning of chastity in a marriage?

10. What does it mean when the Church declares a marriage officially null?

36 Questions

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TX006716

3. **Ask** each student to read the article section assigned to them and to summarize the text in a five- to eight-sentence paragraph. Inform the students that their summaries will be shared with fellow group members.
4. **Invite** the students to meet in their assigned groups after they have completed their readings and summaries. Distribute the handout to each group. Instruct the students to write all their names on the handout and to explain their texts to the other group members, using their paragraph summaries. After sharing their summaries, the group members are to answer the questions on the handout together. Allow adequate time for the groups to finish this process.
5. **Lead** the class in a discussion of the primary documents, using the questions on the handout as a guide.

## TEACHER NOTE

Note the handout “Jigsaw Analysis of Primary Source Readings Answer Key” (TX006715), on page 251.

## LEARNING EXPERIENCE 10 (Chapter 11)

## Apply

# Understanding the Christian Vision of Marriage Using the Card-Deal Method

**Guide the students in examining their understanding of a Christian vision of marriage and the sins against the dignity of marriage using the card-deal method. (U2, Q2, K10, K11, S7, S9, S10, S11)**

1. **Prepare** by ensuring that all the students have read articles 45 and 46 in the student book and that they will have access to their student books (print or digital) during class. Make a card deck with the questions on the handout “Card-Deal Questions on the Christian Vision of Marriage” (TX006716), on pages 252–253. Include enough additional blank cards so that each student in the class will receive either a card with a question or a blank card. You may also choose to print enough copies of this handout for each student to make notes on.
2. **Distribute** the cards randomly, one card to each student. Give the students 5–10 minutes to review articles 45 and 46 in the student book and to write a response to the question on their card. Students who receive a blank card are to write down one question based on the student book articles that they would like to pose for class consideration.



3. **Ask** each of the questions on the handout, one at a time, for student response. The student who received the card with the question should be first to share their answer with the class. Other students may offer clarification if needed. You may also need to clarify the answers. Some questions may create an engaging class discussion. If you have distributed the handout to each student, ask them to take notes as each question is discussed.

### TEACHER NOTE

Note the handout “Card-Deal Questions on the Christian Vocation of Marriage Answer Key” (TX006717), on pages 254–255.

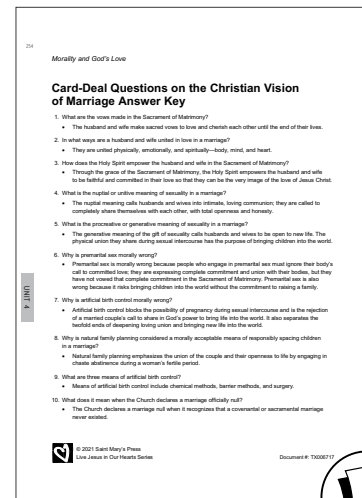
4. **Tell** the students who have written a question on a blank card to offer that question to the class for discussion at a relevant point in the process. For example, if the student’s question is regarding the subject of divorce, they may ask that question at the time when the question “Why does Jesus teach that divorce is a sin?” is raised.

### TEACHER NOTE

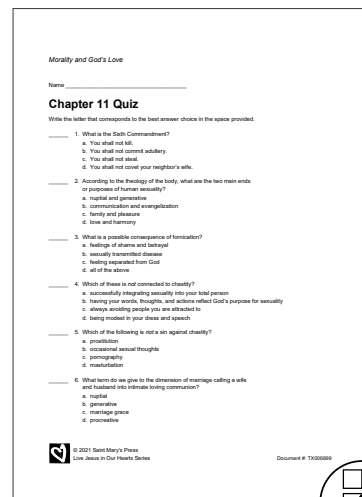
Students can participate in self-assessments using several different types of Quizlet reviews for each chapter. These assist students in reviewing each chapter and receiving immediate feedback on the knowledge they have acquired. If you choose to administer the chapter 11 quiz (TX006899), do so now, before moving on to “Concluding the Unit.” (See [www.smp.org/livejesus\\_morality](http://www.smp.org/livejesus_morality) to access both of these resources.)

### TEACHER NOTE

You may wish to present the main chapter points using the PowerPoint presentation “Chapter 11 Overview: The Sixth and Ninth Commandments: Respecting Sexuality” (TX006864) (see [www.smp.org/livejesus\\_morality](http://www.smp.org/livejesus_morality)).



TX006717



TX006899



TX006864



Unit 4 Highlights

## CONCLUDING THE UNIT

### Using the Student Book “Unit 4 Highlights”

In the student book, the unit ends with a review section. In this section, the students can review graphic organizers that cover most main points in each chapter. In student testing, high school students noted that they would use these graphic organizers in the following ways:

- to study for quizzes and tests
- as a guide for writing summaries
- to assist with homework assignments
- to check their notes
- to review with peers
- to check for understanding
- to create flashcards

You may wish to review these pages with the students prior to the unit assessment or suggest that they use the graphic organizers in any of the ways other students suggested in the list above.

### Using the Preassessment

Consider spending some portion of a class period near the end of the unit to return to the handout “Unit 4 Preassessment” (TX006704), on pages 232–233, that the students used in the preassessment exercise at the beginning of the unit. Ask the students to review the questions on the handout and the notes they made. Direct them to add anything to their notes that would make them more complete or accurate. After allowing time for this, proceed with the following:

- Read the following directions aloud as you guide the students through a reflection and self-assessment process:
  - Put a star by the question whose topic you learned the most about during this unit.
  - Put a question mark by the question whose topic you believe you still don’t fully understand. What more would you like to learn about it?
  - Circle the questions whose correct answers you might not agree with. What is the basis for your disagreement?
- Affirm the growth in the students’ understanding, and encourage them to continue studying, researching, and exploring the areas about which they still have questions.

Unit 4 Preassessment

1. What does it mean for human beings to be created in the image and likeness of God? What implications does this have regarding respect for human life?
2. What acts in today's society are considered immoral based on the Fifth Commandment's demand not to kill?
3. How are we required to be peacekeepers in our relationships with others?
4. What can we do to change societal acceptance of abortion?
5. What does the Magisterium teach regarding the morality of stem cell research and other related issues, such as genetic engineering?
6. What is the Christian moral response to end-of-life issues, such as euthanasia?
7. What are the criteria for a just war in Church teaching?
8. What is the Church teaching on the use of the death penalty?

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TX006704



### Using the Student Book “Bring It Home” Section

To conclude, remind the students of this unit’s focus question: *How is God calling me to respect life and sexuality?* Pose the following questions to the students verbally or post them on the board, and invite the students to journal quietly or to engage in conversation with a partner or small group:

- Having nearly concluded this unit, how would you answer the unit focus question?
- What is the relationship between respect for life and respect for sexuality?
- How would you describe the consequences of disrespecting life or disrespecting sexuality?



# Answer Keys for Double-Check Questions

Each chapter in the student book ends with six to ten double-check questions. Here are the answer keys for those questions.

## Answer Key for Chapter 10 Double-Check Questions

1. *Why is human life qualitatively different from the lives of all other creatures?*

Human life is qualitatively different from all other life because God creates us with a soul, our spiritual principle, and unites it with our physical body. In this way, he shares his divine image with us.

2. *How does Jesus' teaching on the sanctity of human life go beyond just condemning murder?*

In the Sermon on the Mount, Jesus teaches us that the sanctity of human life condemns not just murder but also any kind of harm to another person, physical or otherwise. His teaching forbids us from nurturing angry or vengeful thoughts that may lead to violence and abuse. Instead, Jesus commands us to love and pray for even our enemies.

3. *Give two reasons used to justify abortions. Then state the Church's arguments against them.*

- Some justify abortion by saying that the embryo is not yet a human being in the first weeks or months after conception. The Church points out that modern genetics have proven this false. From the first moment of conception, the embryo has unique human DNA.
- Some justify abortion by saying that the pregnant woman has the right to make choices about her own body, including the baby she carries. Again the Church points to scientific findings that the baby's body is separate and unique from the mother's body and that the baby's right to life is greater than the mother's right to govern her body.
- Some argue that if a baby's father abandons the baby and mother, the woman should not have to bear the burden of single parenthood. The Church points out that the right to life of the child is far greater than the inconvenience or financial burden of having the child. The Church calls society to make fathers accountable for their children, to support pregnant women, and to provide options such as adoption.

4. *When is genetic engineering morally permissible?*

Genetic engineering is morally permissible when it seeks to prevent disease or physical disabilities through gene treatment or gene therapy. These treatments are encouraged as long as they offer no significant possibility of harm to the fetus.

5. *Why is euthanasia a serious offense against the Fifth Commandment?*

Euthanasia is the direct action, or deliberate lack of action, that causes the death of someone who is disabled, sick, or dying. It is a serious violation of the Fifth Commandment against killing, because anyone who intentionally causes another person to die is guilty of murder, regardless of the motive or circumstances.

6. *Why is suicide wrong?*

Suicide, the deliberate taking of one's own life, is wrong because it is the ultimate rejection of God's gifts of hope and love. Someone who commits suicide takes over a decision that belongs to God alone: the decision of when and how one is to die. Finally, suicide is wrong because it devastates family and friends and wounds the greater human family.

7. *Why are Christians called to be peacemakers?*

Christians are called to be peacemakers by the beatitude that says peacemakers are children of God. God calls us to work tirelessly for the creation of just societies. The New Law of Christ reveals a growing awareness that violence is incompatible with love.

8. *Give four criteria that are necessary for a just war.*

To be just, a war must meet several criteria, including the following:

- There must be a just cause.
- The war must promote comparative justice (that is, the good achieved must outweigh the loss of life and societal disruption).
- The war can be waged only by a legitimate authority.
- There must be a great probability of success.
- The war must feature proportionality (that is, the expected destruction must be outweighed by the good to be achieved, and civilians must be protected at all costs).
- The war must be a last resort, after all peaceful alternatives have been exhausted.

9. *Why do we have a moral obligation to take care of our physical health?*

The Fifth Commandment, against killing, morally obliges us to take care of our physical health. Just as we are prohibited from causing others harm, we are also not to cause ourselves harm. Our health is one of the most important gifts God has given us. Our bodies are sacred and must be treated reverently.

10. *What are some of the challenges people face in maintaining a healthy lifestyle?*

Challenges that discourage us from maintaining a healthy lifestyle include ads for unhealthy fast food, pressure to exhaust ourselves with too many activities, the glamorization of unhealthy lifestyles, electronic entertainment that discourages more physical activity, and a culture that expects instant results and discounts habits that take more time to develop.

## Answer Key for Chapter 11 Double-Check Questions

1. *How is the gift of sexuality a reflection of the image of God?*

The gift of sexuality reflects the image of God because the visible reality (physical, emotional, and spiritual union) witnessed in a relationship between a man and a woman reveals an invisible reality: the nature of God himself. The union of a man and a woman reflects the communion of the Trinity—Father, Son, and Holy Spirit—the primary communion of love that all other earthly communions share.

2. *Explain the two basic meanings of sexuality, according to the theology of the body.*

According to Pope John Paul II's theology of the body, *sexuality* has two basic meanings: nuptial and generative. The nuptial dimension of sexuality means that God creates men and women to join together and commit to loving each other completely and unconditionally. The nuptial dimension also means that we are called to share God's love with others through our words, action, and touch, whatever our vocation.

The generative meaning of sexuality refers to its power to produce new life. That is, the gift of sexuality is also oriented toward bringing new life into the world, participating in God's life-giving power. Even those who are not called to have children of their own are called to support the gift of life in other ways.

3. *Give a definition of a chaste person.*

One who is chaste successfully and healthfully integrates sexuality into their total person, leading to an inner union of body and spirit. A chaste person deeply respects the gift of sexuality and resists the temptation to use that gift in ways that hurt themselves or others, even unintentionally.

4. *How can a person maintain purity of heart?*

We can maintain purity of heart by treating our bodies as temples and protecting our sacred inner space, our heart, from impure influences. One way to protect the purity of our hearts is through modesty. When we are modest, we don't let just anyone touch or see our sacred spaces. We have patience with our sexual desires, strive for decency in our words and actions, and avoid clothing and influences that may unnecessarily arouse our own desire or that of others. Modesty is related to temperance, another way to maintain purity of heart, in which we moderate our appetites and passions to achieve balance.

5. *Define fornication, and explain why it is a sin.*

Fornication is sexual intercourse between a man and a woman who are not married. It is a sin against the Sixth Commandment to engage in intercourse outside of marriage. The sinfulness of this act reflects its potentially serious physical, emotional, and spiritual consequences.

6. *Why is pornography a dangerous sexual sin?*

Pornography is a dangerous sexual sin because it violates human dignity by making the gift of sexuality into an object to be exploited. Pornography, even when it is created with the consent of the participants, leads people to lose reverence for the gift of sexuality.

7. *Explain the twofold meaning and purpose of marital sexuality.*

Marital sexuality is meant to be both unitive and procreative. Unitive means that sexual intercourse calls wives and husbands into intimate and loving communion, in which they share themselves completely with each other. Physical union is a visible sign of the emotional and spiritual union that intercourse promotes. Marital sexuality is also procreative because husbands and wives are called to be open to the possibility of new life. The physical union of sexual intercourse is intended to bring children into the world, just as God's love brings all created things into existence.

8. *Why are artificial means of contraception wrong?*

Artificial means of contraception are wrong because they deliberately seek to interfere with the creation of new life as a result of sexual intercourse. A married couple must remain open to procreation whenever they engage in sexual intercourse.

9. *Who is harmed by adultery?*

Adultery causes serious emotional and spiritual harm to everyone involved: the married couple, their family, the other person in the adulterous relationship and that person's family, and the wider community.

10. *Name three artificial means of conception, and explain why they are wrong.*

Three artificial means of conception that are wrong are in vitro fertilization, artificial insemination, and surrogate motherhood. In vitro fertilization is wrong because conception occurs outside the woman's body and then the embryo is implanted in her womb. The Church considers this process to be a moral violation of the dignity of procreation. Artificial insemination, in which sperm are artificially transferred to a woman's womb, is morally wrong because it separates intercourse from the act of procreation. Finally, surrogate motherhood—in which a woman becomes pregnant by artificial means and delivers a child for someone else—is also wrong because it separates intercourse from the act of procreation.

## Unit 4 Preassessment



1. What does it mean for human beings to be created in the image and likeness of God? What implication does this have regarding respect for human life?

2. What acts in today's society are considered immoral based on the Fifth Commandment's demand not to kill?

3. How are we required to be peacemakers in our relationships with others?

4. What can we do to change societal acceptance of abortion?

5. What does the Magisterium teach regarding the morality of stem cell research and other related issues, such as genetic engineering?

6. What is the Christian moral response to end-of-life issues, such as euthanasia?

7. What are the criteria for a just war in Church teaching?

8. What is the Church teaching on the use of the death penalty?



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9. How does the Fifth Commandment apply to your personal health? How can disregarding the Fifth Commandment result in ill health? Be specific in your examples.

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10. Why is sexuality such a precious gift from God, and why is it such a powerful gift?

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11. What are the two primary ends or purposes of sexuality in God's plan?

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12. What is chastity, and to whom does it apply?

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13. What are some sins against the Sixth and Ninth Commandments that can be committed before marriage?

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14. Why is sexual intercourse only morally permitted in marriage—not before nor outside of the sacrament?

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15. What are some sins against the Sixth and Ninth Commandments that can be committed by married people?

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16. What is the Christian moral response to artificial contraception and artificial means of conception?

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## Unit 4 Preassessment Answer Key

1. What does it mean for human beings to be created in the image and likeness of God? What implication does this have regarding respect for human life?
  - It means that all human life is sacred, of infinite value, and destined for eternal life. The implication is that we must show respect for human life at all stages—from conception to natural death—without any prejudice. It also means that we must work to protect all life and that violence of any kind, in word, thought, or deed, is not permitted unless in self-defense.
2. What acts in today's society are considered immoral based on the Fifth Commandment's demand to not kill?
  - There are many possible answers to this question, such as murder, abortion, capital punishment, war, terrorism, hate crimes, hurtful words, physical violence, rape, and euthanasia.
3. How are we required to be peacemakers in our relationships with others?
  - There are many possible answers to this question, including being called to speak out against prejudice, institutionalized violence, and unjust wars, and being called to advocate for others including the unborn, people with disabilities, and the elderly.
4. What can we do to change societal acceptance of abortion?
  - We can lobby and advocate to change laws supporting abortion, we can support organizations that support pregnant women, and we can educate others about the unborn and their rights.
5. What does the Magisterium teach regarding the morality of stem cell research and other related issues, such as genetic engineering?
  - The Church teaches that using stem cells from aborted fetuses for any purpose is immoral. Prenatal genetic engineering to treat birth defects, disabilities, and diseases is permitted but is not permitted for "creating" human beings with specific characteristics, sometimes called "designer babies."
6. What is the Christian moral response to end-of-life issues, such as euthanasia?
  - The Christian moral response is based on the truth that God alone is the author of life and death. Taking our own or someone else's life before its natural end—even for what may seem like compassionate reasons—is taking over the role that is God's alone. However, we are required to do all we can to make someone who is approaching death comfortable and pain free.
7. What are the criteria for a just war in Church teaching?
  - The criteria for a just war typically include the following: it must be for a just cause, the good must outweigh the evil (comparative justice), it must be declared by a legitimate authority, there must be a reasonable chance of winning, the good to be achieved must outweigh the overall destruction (proportionality), and it must be used only as a last resort.
8. What is the Church teaching on the use of the death penalty?
  - The death penalty was allowed in past centuries when there was no reasonable way of humanely imprisoning criminals who were serious dangers to society. However, now that society has developed humane ways of imprisoning dangerous criminals for life, recent popes have declared that the death penalty is wrong—a serious violation of human dignity.





9. How does the Fifth Commandment apply to your personal health? How can disregarding the Fifth Commandment result in ill health? Be specific in your examples.
  - Answers will vary but should revolve around the theme that treating human life as sacred means treating your own body and health with respect and care.
10. Why is sexuality such a precious gift from God, and why is it such a powerful gift?
  - Sexuality is such a precious gift because it allows us to share in God's power to create and nurture new life. It is powerful because it also creates a unique intimacy that God intended to strengthen a couple's lifelong commitment to each other in marriage.
11. What are the two primary ends or purposes of sexual intercourse in God's plan?
  - The two primary purposes of sexual intercourse are to create new life and to strengthen and nurture the relationship between two people who are married. Saint Pope John Paul II called these the generative and nuptial ends of sexuality.
12. What is chastity, and to whom does it apply?
  - Chastity is the virtue of building and maintaining sexual integrity. A chaste person expresses their sexuality in healthy and life-giving ways and avoids sexual temptation or being a sexual temptation for others. All people—single, married, priests, and vowed religious—are called to be chaste.
13. What are some sins against the Sixth and Ninth Commandments that can be committed before marriage?
  - Some of the sins against the Sixth and Ninth Commandments that can be committed before marriage include fornication, pornography, prostitution, masturbation, and cohabitation.
14. Why is sexual intercourse only morally permitted in marriage—not before nor outside of the sacrament?
  - The two ends of sexual intercourse—the creation of new life and the intimate, loving communion between husband and wife—are proper only in a married relationship. Sex outside of marriage leads to broken vows and broken hearts, and to the possibility of pain, disease, and unplanned pregnancies, all of which are not part of God's plan for us.
15. What are some sins against the Sixth and Ninth Commandments that can be committed by married people?
  - Some of the sins against the Sixth and Ninth Commandments that can be committed by married people include adultery, polygamy, divorce, and many of the sins that can also be committed before marriage.
16. What is the Christian moral response to artificial contraception and artificial means of conception?
  - The Christian response is that artificial contraception and artificial means of conception are immoral because the husband and wife must remain open to the possibility of children in every act of sexual intercourse and that the dignity of sexuality requires that children be created naturally.



Name \_\_\_\_\_

## Unit 4 Vocabulary

### Terms for Mastery

#### A–E

**adultery** Sexual activity between two persons, at least one of whom is married to another. Prohibited by the Sixth Commandment.

**annulment** The declaration by the Church that a marriage is null and void, that is, it never existed as a sacramental union. Catholics who divorce must have the marriage declared null by the Church to be free to marry once again in the Church.

**artificial insemination** The process by which a man's sperm and a woman's egg are united in a manner other than natural sexual intercourse. In the narrowest sense, it means injecting sperm into a woman's cervical canal. The procedure is morally wrong because it separates intercourse from the act of procreation.

**chastity** The moral virtue by which people are able to successfully and healthfully integrate their sexuality into their total person, leading to an inner union of body and spirit: recognized as one of the fruits of the Holy Spirit.

**cohabitation** A man and woman living together before marriage. Prohibited by the Sixth Commandment.

**contraception** The use of mechanical, chemical, or medical procedures to prevent conception from taking place as a result of sexual intercourse. Contraception is morally wrong because it violates the openness to procreation required of marriage and the inner truth of married love.

**euthanasia** A direct action, or a deliberate lack of action, that causes the death of a person who is disabled, sick, or dying. Euthanasia is a violation of the Fifth Commandment against killing.

#### F–P

**fornication** Sexual intercourse between a man and a woman who are not married. It is morally wrong to engage in intercourse before marriage and is a sin against the Sixth Commandment.

**generative** As a theological term, something related to the power of producing new life.

**in vitro fertilization** The fertilization of a woman's ovum (egg) with a man's sperm outside her body. The fertilized egg is transferred to the woman's uterus. The Church considers the process to be a moral violation of the dignity of procreation.

**just war** War involves many evils, no matter the circumstances. A war is only just and permissible when it meets strict criteria in protecting citizens from an unjust aggressor.

**legitimate defense** The teaching that you can use the amount of force necessary to defend yourself or nation from an aggressor if attacked.

**masturbation** Self-manipulation of one's sexual organs for the purpose of erotic pleasure or to achieve orgasm. It is a sin because the act cannot result in the creation of new life and because God created sexuality not for self-gratification but to unify a husband and wife in marriage.

**nuptial** Something related to marriage or a marriage ceremony.

**polygamy** Having more than one spouse, an act contrary to the dignity of marriage and a sin against the Sixth Commandment.



**S–T**

**scandal** An action or attitude—or the failure to act—that leads another person into sin.

**surrogate motherhood** A medical process in which a woman becomes pregnant through artificial means, often carrying and delivering the child for someone else. The procedure is morally wrong because it separates intercourse from the act of procreation and pregnancy.

**temperance** The Cardinal Virtue by which one moderates his or her appetites and passions to achieve balance in the use of created goods.

## Terms Introduced for Later Mastery

**concupiscence** The tendency of all human beings toward sin, as a result of Original Sin.

**excommunication** A severe penalty that results from grave sin against Church law. The penalty is either imposed by a Church official or happens automatically as a result of the offense. An excommunicated person is not permitted to receive Holy Communion or receive other sacraments until the excommunication has been lifted.

## Terms Previously Mastered or for General Knowledge

**abortion** The deliberate termination of a pregnancy by killing the unborn child. It is a grave sin and a crime against human life.

**pornography** A written description or visual portrayal of a person or action that is created or viewed with the intention of stimulating sexual feelings. Creating or using pornography is a sin against the Sixth and Ninth Commandments.

**prostitution** The act of providing sexual services in exchange for money, drugs, or other goods. It is a serious social evil and is a sin against the Sixth Commandment.

**suicide** Deliberately taking one's own life. It is a serious violation of the Fifth Commandment, for it is God's will that we preserve our own lives.



Name \_\_\_\_\_

## Beginning-of-Life and End-of-Life Issues Worksheet

Refer to article 38, "Beginning-of-Life Issues," and article 39, "End-of-Life Issues," in the student book to complete the information in this table.

Part 1: Abortion	
Give four arguments used by proponents to justify abortion.	What is the Church's response to each of these arguments?



<b>Part 2: Other Beginning-of-Life Issues</b>	
<b>Identify arguments in favor of each of the following issues.</b>	<b>Describe the Church's teaching regarding each of these issues.</b>
<b>Prenatal Testing</b>	
<b>Genetic Engineering</b>	
<b>Stem Cell Research</b>	
<b>Part 3: Euthanasia</b>	
<b>Give three arguments used by proponents to justify euthanasia.</b>	<b>What is the Church's response to each of these arguments?</b>

On a separate sheet of paper, identify the document and article topic you have been assigned and record your summary points.



# Beginning-of-Life and End-of-Life Issues Worksheet Answer Key

Part 1: Abortion	
Give four arguments used by proponents to justify abortion.	What is the Church's response to each of these arguments?
<ol style="list-style-type: none"> <li>1. A human embryo, or fetus, is not a unique human being with his or her own rights and dignity—at least in the first days, weeks, and months after conception.</li> <li>2. A pregnant woman has the right to make choices about her own body, including the baby growing inside her.</li> <li>3. If a baby's father abandons the unborn child and its mother, the mother should not have to carry the burden of having and raising the child by herself.</li> <li>4. Abortion is legal in the United States and in many other countries around the world.</li> </ol>	<ol style="list-style-type: none"> <li>1. A unique human life begins at the moment of conception. From the moment the sperm and ovum meet, the cell forms its own unique human DNA.</li> <li>2. While a woman does have the right to make choices about her body, science proves that a baby's body is separate and unique from its mother's body.</li> <li>3. The mother still has a responsibility to protect her unborn child's right to life. Society should make fathers accountable for the children they conceive, to reduce the frequency of this situation.</li> <li>4. Although abortion is legal according to the laws of the United States and countries around the world, it is considered a serious sin against moral law by the Church.</li> </ol>
Part 2: Other Beginning-of-Life Issues	
Identify arguments in favor of each of the following issues.	Describe the Church's teaching regarding each of these issues.
<b>Prenatal Testing</b> Prenatal testing can help parents identify disease and birth defects in their children before they are born. This can make parents more prepared to take on these health issues once the child is born.	Prenatal testing is morally acceptable as long as it does not harm the fetus, and is done only for the safety and healing of the baby in the womb or after birth. Prenatal testing to determine whether to abort a baby is immoral.
<b>Genetic Engineering</b> Genetic engineering can be used to prevent disease or physical disability.	Forms of genetic engineering, such as gene therapy, are considered moral when used to prevent disease or physical disability, so long as there is no significant possibility of harm to the fetus. Genetic engineering for the purpose of creating a "designer baby" is immoral because it falsely puts human beings in God's role as the Creator of each unique person.
<b>Stem Cell Research</b> Stem cell research can help make important medical advancements, and save many lives.	Though stem cell research itself is not immoral, the use of aborted embryos and fetuses in this research is immoral. The good intention of helping sick people cannot justify the use of such cells in research.



<b>Part 3: Euthanasia</b>	
<b>Give three arguments used by proponents to justify euthanasia.</b>	<b>What is the Church's response to each of these arguments?</b>
<ol style="list-style-type: none"> <li>1. Euthanasia is an issue of human freedom. People who are terminally ill or in severe pain, and their families, have the right to choose to end their suffering.</li> <li>2. Euthanasia is motivated by good intention.</li> <li>3. Rejecting euthanasia is a lack of compassion for those who are suffering and dying.</li> </ol>	<ol style="list-style-type: none"> <li>1. At the end of life, a person has the right to reject treatments that are used only to prolong life, and the use of painkillers is also allowed. However, the direct intention of such actions must be to relieve the dying person's suffering, not to cause death. It is never right to end a person's life before natural death.</li> <li>2. The Fifth Commandment states that the intentional cause of human death is immoral, regardless of motive or circumstance.</li> <li>3. We must show compassion for those who are suffering or dying by helping them to make the transition from death into new and eternal life with God. The morally right response to suffering and death is the human being placing their trust in God until the natural end of their days on Earth.</li> </ol>



Name \_\_\_\_\_

# Help Stop Teen Suicide

## Teen Suicide in America

Suicide is one of three leading causes of death for 13- to 19-year-olds. Many teenagers who attempt suicide have serious problems:

- Depression or other mood disorder
- Drug or alcohol abuse
- Being overly anxious

Often, these teens have had problems for some time and can be very good at hiding them. This is why family and friends are shocked when suicide occurs.

## How Does It Happen?

Suicide is often triggered by some small, everyday event, such as:

- Getting in trouble
- Arguing with a parent, boyfriend, or girlfriend
- Receiving a bad grade
- Not making the team

*Though many suicidal teens think about suicide on and off, most teens do not spend much time planning how to kill themselves. Teenagers often attempt suicide within a few hours after deciding to do so. Suicide is thought of as the only way out. Teenagers who try to kill themselves see it as the only way to escape their emotional pain. They want the pain and suffering to stop.*

## Myths and Facts

**MYTH:** “You would think one of her friends would have known about her problems. At the very least, someone in her family should have noticed that she was depressed before she killed herself.”

**FACT:** Teens are often very good at hiding their problems. People around them may not know they are depressed. Adults usually seem depressed and stay depressed for a while. Depressed teens may seem happy for much of the time. Parents are sometimes the last to know. Friends may have a sense that things are not right but not know how to help.

**MYTH:** “I heard him talk about killing himself. But people who talk about suicide do not do it.”

**FACT:** Talk of suicide or wanting to die should never be ignored. Teens who talk about suicide or wanting to die are much more likely to kill themselves than those who do not.

**MYTH:** “If she really wanted to kill herself, she would have done something more deadly.”

**FACT:** A suicide attempt that does not end in death the first time may be followed by one that does. Sometimes teens don't know how many pills are enough to be fatal. What is considered a “gesture” may be a miscalculation. All suicide attempts need to be taken seriously.





**MYTH:** “He’s just doing it to get attention.”

**FACT:** This is true at times, but the attempt can still be deadly. If the suicide attempt is a call for attention, it needs to be answered.

## Warning Signs for Suicide

In addition to talking or writing about suicide or death, some other warning signs to watch out for are:

### ***Change in activities***

A drop in grades, neglect of personal appearance or responsibilities, or losing interest in things that used to be fun.

### ***Change in emotions***

Appearing sad, hopeless, bored, overwhelmed, anxious, worried, irritable, or very angry. While this may sound like many teenagers, changes that make you worried could be very serious.

### ***Getting in trouble***

Acting rebellious, aggressive, or overly impulsive; running away or withdrawing from friends or family.

### ***Confusion about sexual feelings and identity***

Teenagers who think they may be gay, lesbian, bisexual, or transgender are at an especially high risk for suicide.

### ***Changes in behaviors or patterns***

Some teens may become very depressed, withdraw from old friends, hang out with a different group, or want to be alone all the time. Some others may withdraw and listen to music or write. Others may stay up until the early morning and then stay in bed much of the day.

### ***Use of drugs or alcohol***

For depressed teens, drugs or alcohol can be fatal.

## Preventing Teen Suicide

### ***In an emergency***

If you are concerned about an immediate risk of harm, take the teen to a hospital emergency department. Even if you are not sure, the hospital staff is trained to figure out if someone is serious about suicide. Talk with a doctor about treatment and an evaluation by a mental health professional.

### ***If you think suicide is possible***

If you notice that someone is “in trouble” or feels very negative, listen to the whole story and try not to judge. Show that you care and are always ready to listen.

Talk with them. This is harder than it sounds. It is important to just listen and not offer suggestions on how to “fix” problems or seem like you are judging in some way. Ask them what is bothering them and whether they have been feeling sad or down. Ask whether they have ever thought of suicide or not wanting to live anymore. Asking will not make someone attempt suicide; it may actually stop it.

Try to be understanding if someone is in trouble or feeling very badly about themselves. Let them know that whatever trouble they are in at the moment, you have faith in who they are and their future.



***Gay, lesbian, bisexual, or transgender teens***

Teenagers questioning their sexual identity are at an especially high risk for suicide. Listen, be supportive, and get them help. Every teenager needs to know that life is better than death.

If you know of a teen struggling with this and fear there is a risk for suicide, there are local, state, and national resources that can provide information and advice. Parents, Families and Friends of Lesbians and Gays (PFLAG), at 202/467-8180 or [www.pflag.org](http://www.pflag.org), can help connect teens with resources.

***How other teens can help***

If any friend talks about suicide, they need to get help from an adult right away! This may be a matter of life and death and is too much for even a close friend to handle alone. Even if you have been “sworn to secrecy” by a friend, telling—no matter how wrong it feels—is better than having to live with a friend’s death.

***When you’re concerned about mental health issues***

Depression or other mental health problems can come on suddenly or be present on and off for most of a teen’s life. If you are worried, talk with someone, like your pediatrician, a school counselor, a mental health professional, or a suicide prevention hotline.

The good news is that treatments—medications and therapy—are available. They make a difference.

**Homes with Guns*****Remove all guns from the home***

The risk of teen suicide is 4 to 10 times higher in homes with guns than in homes without. Studies have shown that even in homes where the guns are locked up, teens are much more likely to kill themselves than in homes without guns.

***Guns can turn a moment of despair into a tragedy***

Teenagers who attempt suicide with a gun are more likely to succeed in killing themselves than those who attempt suicide in many other ways.

When teenagers attempt suicide without using a gun, many can recover with therapy. If a gun is used, they will never get that chance.

(The text on this handout is taken from the AAP Pediatric Patient Education [PPE] brochure “Help Stop Teenage Suicide” (<https://patiented.solutions.aap.org/handout.aspx?gboaid=166253>). Copyright © 2018 American Academy of Pediatrics (AAP). Used with permission of the AAP. All rights reserved.)



## Morality and God's Love

Name \_\_\_\_\_

# Blessed Are the Peacemakers

On a separate sheet of paper, answer each of the following questions in two or three sentences.

1. Define *legitimate self-defense*.
2. What is the Church's teaching on legitimate self-defense?
3. Describe each of the six criteria for a just war.
4. Respond to the following statement: A just war is not possible in modern times.
5. Respond to the following statement: It is acceptable for some Christians to completely reject the use of violence, even in legitimate self-defense.
6. Respond to the following statement: In light of the Gospel, "the death penalty is inadmissible because it is an attack on the inviolability and dignity of the person"<sup>1</sup> (*Catechism of the Catholic Church*, number 2267).

(The quotation on this handout is from the English translation of the *Catechism of the Catholic Church* for the United States of America, second edition, number 2267. Copyright © 1994 by the United States Conference of Catholic Bishops—Libreria Editrice Vaticana [LEV]. English translation of the *Catechism of the Catholic Church: Modifications from the Editio Typica* copyright © 1997 by the United States Conference of Catholic Bishops—LEV.)

### Endnote Cited in Quotation from the *Catechism of the Catholic Church*, Second Edition

1. FRANCIS: *Address to Participants in the Meeting organized by the Pontifical Council of the Promotion the New Evangelization*, 11 October 2017: *L'Osservatore Romano*, 13 October 2017, 5.



## Blessed Are the Peacemakers Answer Key

### 1. Define *legitimate self-defense*.

- Legitimate self-defense is the teaching that limited violence is morally acceptable in defending ourselves or our nation from an attack. If a threat to our own life exists, legitimate self-defense states that it would be allowable for us to kill in self-defense should there be no alternative action.

### 2. What is the Church's teaching on legitimate self-defense?

- The Church's teaching on legitimate self-defense describes self-defense as a reflection of the balance between our love for others and our love for ourselves. We have a legitimate right to defend ourselves and others when threatened with bodily harm by an unjust aggressor. However, the Church teaches that harming the unjust aggressor must be a last resort.

### 3. Describe each of the six criteria for a just war.

- The six criteria for a just war are: just cause, comparative justice, legitimate authority, probability of success, proportionality, and last resort. Just cause requires that a war prevents or corrects a grave, public evil. Comparative justice requires that the good achieved through the war must far outweigh the negative effects that will occur. Legitimate authority requires that only recognized public authorities can authorize the use of deadly force or wage war. Probability of success states that war cannot be used in a futile cause or in a case that requires disproportionate measures to achieve success. Proportionality requires that the overall destruction expected from the war be outweighed by the good achieved. Last resort requires that force be used only after all peaceful alternatives have been tried seriously and exhausted. If any of these criteria are not met, the war cannot be considered a just war.

### 4. Respond to the following statement: A just war is not possible in modern times.

- *Answers will vary.*

### 5. Respond to the following statement: It is acceptable for some Christians to completely reject the use of violence, even in legitimate self-defense.

- *Answers will vary.*

### 6. Respond to the following statement: In light of the Gospel, "the death penalty is inadmissible because it is an attack on the inviolability and dignity of the person"<sup>1</sup> (*Catechism of the Catholic Church*, number 2267).

- *Answers will vary.*

(The quotation on this answer key is from the English translation of the *Catechism of the Catholic Church* for the United States of America, second edition, number 2267. Copyright © 1994 by the United States Conference of Catholic Bishops—Libreria Editrice Vaticana [LEV]. English translation of the *Catechism of the Catholic Church: Modifications from the Editio Typica* copyright © 1997 by the United States Conference of Catholic Bishops—LEV.)

#### Endnote Cited in Quotation from the *Catechism of the Catholic Church*, Second Edition

1. FRANCIS: *Address to Participants in the Meeting organized by the Pontifical Council of the Promotion the New Evangelization*, 11 October 2017: *L'Osservatore Romano*, 13 October 2017, 5.



Name \_\_\_\_\_

## Sexual Integrity or Sexual Disintegration?

Read article 43, "Chastity, the Key to Sexual Integrity," and article 44, "Sins against Chastity," in the student book. In the first column below, list the values, attitudes, behaviors, or actions that describe sexual integrity. In the second column, list the values, attitudes, behaviors, or actions that describe sexual disintegration.

Sexual Integrity	Sexual Disintegration



## Sexual Integrity or Sexual Disintegration?

### Answer Key

Sexual Integrity	Sexual Disintegration
<p>Chastity, practice, and value</p> <p>"You shall not commit adultery" (Exodus 20:14).</p> <p>"You shall not covet your neighbor's wife" (Exodus 20:17).</p> <p>"Blessed are the pure of heart, for they shall see God."</p> <p>Modesty, practice, and value</p> <p>Discretion in what you wear, listen to, and watch</p> <p>Temperance, virtue</p> <p>Vow to avoid sexual activity until you get married</p> <p>Treating homosexual people with respect, compassion, and sensitivity</p> <p>Active prayer life</p>	<p>Dressing in ways that are intended to provoke sexual arousal in others</p> <p>Flirting with someone who is not your husband or wife in a way that suggests sexual interest</p> <p>Lust and carnal concupiscence</p> <p>Intimate sexual activity outside of marriage, or fornication</p> <p>Prostitution</p> <p>Masturbation</p> <p>Pornography</p> <p>Homosexual acts</p>

(The Scripture quotations on this answer key are from the *New American Bible, revised edition* © 2010, 1991, 1986, 1970 Confraternity of Christian Doctrine, Inc., Washington, DC. All Rights Reserved. No part of this work may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without permission in writing from the copyright owners.)



*Morality and God's Love*

Name \_\_\_\_\_

**Jigsaw Analysis of Primary Source Readings**

Each member of your group has been assigned a reading from a Church document on human sexuality. After studying the readings, work together to complete this handout.

1. Write the title and author of the four documents and the topic each document addresses.

Title and author of document 1:

Topic:

Title and author of document 2:

Topic:

Title and author of document 3:

Topic:

Title and author of document 4:

Topic:

2. Write four concepts or messages that all four readings have in common.

a.

b.

c.

d.



## Jigsaw Analysis of Primary Source Readings

3. Write a concept or message that is unique in each reading—a concept found in each document that is not repeated in the other three.
  - a.
  - b.
  - c.
  - d.
4. If you had to create a title to describe these four readings together, what title would you choose? Write your title and the reasons you chose it.

Title:

Reasons:





# Jigsaw Analysis of Primary Source Readings

## Answer Key

1. Write the title and author of the four documents and the topic each document addresses.

**Title and author of document 1:** “The Gospel of Life” (*“Evangelium Vitae”*), by Pope John Paul II

**Topic:** The role of the family, the domestic church, in the life of Catholic people

**Title and author of document 2:** “On Human Life” (*“Humanae Vitae”*), by Pope Paul VI

**Topic:** The nature of marriage and married love

**Title and author of document 3:** “On Human Life” (*“Humanae Vitae”*), by Pope Paul VI

**Topic:** The elements of responsible parenthood and the role of natural law in marriage

**Title and author of document 4:** “Married Love and the Gift of Life,” by the United States Conference of Catholic Bishops

**Topic:** The Church’s teaching on married love, and the implications of married love for the use of contraception

2. Write four concepts or messages that all four readings have in common.

- Marriage / family life requires great responsibility.
- Married love requires total commitment from both husband and wife.
- Following God’s will as married people and as families leads to deeper love and understanding.
- Family plays an important role in God’s plan.

3. Write a concept or message that is unique in each reading—a concept found in each document that is not repeated in the other three.

- Through the raising of children, the family fulfills its mission to proclaim the gospel of life.
- Married love is not merely based in natural instinct or emotional drive. It is an act of free will in which husband and wife become one heart, one soul, and one spirit.
- God created laws of fertility so that successive births are naturally spaced through time.
- Sexual intercourse is no longer considered fully marital intercourse when married couples use contraception.

4. If you had to create a title to describe these four readings together, what title would you choose? Write your title and the reasons you chose it.

*Answers will vary.*



## Card-Deal Questions on the Christian Vision of Marriage

Cut these questions apart and attach them to index cards to create a deck of cards.



1. What are the vows made in the Sacrament of Matrimony?

6. Why is premarital sex morally wrong?

2. In what ways are a husband and wife united in love in a marriage?

7. Why is artificial birth control morally wrong?

3. How does the Holy Spirit empower the husband and wife in the Sacrament of Matrimony?

8. Why is natural family planning considered a morally acceptable means of responsibly spacing children in a marriage?

4. What is the nuptial or unitive meaning of sexuality in a marriage?

9. What are three means of artificial birth control?

5. What is the procreative or generative meaning of sexuality in a marriage?

10. What does it mean when the Church declares a marriage officially null?



## Card-Deal Questions on the Christian Vision of Marriage

11. What is adultery, and why is it a sin against fidelity in a marriage?	16. Identify one means of artificial conception, and describe why it is morally wrong.
12. How does adultery harm the two people committing this sin and others around them?	17. What is surrogate motherhood, and why is it a serious moral offense?
13. What is polygamy, and why is it condemned by moral law?	18. Name the Church documents, and their authors, that guide us in understanding the purpose of sexuality in marriage.
14. Why does Jesus teach that divorce is a sin?	19. Which document gives us the Church's first official teaching prohibiting artificial birth control?
15. Why is cohabitation, or living together, a sin against the dignity of marriage?	20. According to the document <i>Instruction on Respect for Human Life in Its Origin and on the Dignity of Procreation (Donum Vitae)</i> , what fundamental principle should be at the heart of all moral issues raised by artificial birth control and artificial conception?



## Card-Deal Questions on the Christian Vision of Marriage Answer Key

1. What are the vows made in the Sacrament of Matrimony?
  - The husband and wife make sacred vows to love and cherish each other until the end of their lives.
2. In what ways are a husband and wife united in love in a marriage?
  - They are united physically, emotionally, and spiritually—body, mind, and heart.
3. How does the Holy Spirit empower the husband and wife in the Sacrament of Matrimony?
  - Through the grace of the Sacrament of Matrimony, the Holy Spirit empowers the husband and wife to be faithful and committed in their love so that they can be the very image of the love of Jesus Christ.
4. What is the nuptial or unitive meaning of sexuality in a marriage?
  - The nuptial meaning calls husbands and wives into intimate, loving communion; they are called to completely share themselves with each other, with total openness and honesty.
5. What is the procreative or generative meaning of sexuality in a marriage?
  - The generative meaning of the gift of sexuality calls husbands and wives to be open to new life. The physical union they share during sexual intercourse has the purpose of bringing children into the world.
6. Why is premarital sex morally wrong?
  - Premarital sex is morally wrong because people who engage in premarital sex must ignore their body's call to committed love; they are expressing complete commitment and union with their bodies, but they have not vowed that complete commitment in the Sacrament of Matrimony. Premarital sex is also wrong because it risks bringing children into the world without the commitment to raising a family.
7. Why is artificial birth control morally wrong?
  - Artificial birth control blocks the possibility of pregnancy during sexual intercourse and is the rejection of a married couple's call to share in God's power to bring life into the world. It also separates the twofold ends of deepening loving union and bringing new life into the world.
8. Why is natural family planning considered a morally acceptable means of responsibly spacing children in a marriage?
  - Natural family planning emphasizes the union of the couple and their openness to life by engaging in chaste abstinence during a woman's fertile period.
9. What are three means of artificial birth control?
  - Means of artificial birth control include chemical methods, barrier methods, and surgery.
10. What does it mean when the Church declares a marriage officially null?
  - The Church declares a marriage null when it recognizes that a covenantal or sacramental marriage never existed.



## Card-Deal Questions on the Christian Vision of Marriage Answer Key

11. What is adultery, and why is it a sin against fidelity in a marriage?
  - Adultery occurs when a married person has sex with someone who is not their spouse; it is a sin against the faithful, committed love that God intends to exist between a husband and wife.
12. How does adultery harm the two people committing this sin and others around them?
  - Adultery causes serious emotional and spiritual harm to everyone involved: the married couple, their family, the other person involved in the adulterous relationship, and even the wider community. A married relationship is to be a relationship based in trust and faithfulness, and when one of the spouses is sexually unfaithful, the trust in the relationship is extremely difficult to regain.
13. What is polygamy, and why is it condemned by moral law?
  - Polygamy is the practice of being married to more than one person; it is another form of adultery.
14. Why does Jesus teach that divorce is a sin?
  - Jesus protects the dignity of marriage and also the equal dignity of the sexes by insisting that in God's plan of creation, a husband and wife are permanently bonded in marriage.
15. Why is cohabitation, or living together, a sin against the dignity of marriage?
  - Cohabitation is a sin against the dignity of marriage because the couple lives together as though married without the commitment of a sacramental marriage.
16. Identify one means of artificial conception, and describe why it is morally wrong.
  - Means of artificial conception include in vitro fertilization and artificial insemination. These artificial methods of conception are wrong because children must be the outcome of a loving union of a husband and wife in natural, sexual intercourse.
17. What is surrogate motherhood, and why is it a serious moral offense?
  - Surrogate motherhood requires placing a fertilized ovum in the womb of another woman, who allows the baby to grow inside her. After the surrogate mother gives birth, the newborn infant is given to the biological mother and father who hired the surrogate mother. In surrogate motherhood, the creation of life takes place outside of sexual intercourse between the husband and wife.
18. Name the Church documents, and their authors, that guide us in understanding the purpose of sexuality in marriage.
  - The Church documents include "On Human Life" (*"Humanae Vitae"*), by Pope Paul VI, and *Instruction on Respect for Human Life in Its Origin and on the Dignity of Procreation (Donum Vitae)*, published by the Congregation for the Doctrine of the Faith.
19. Which document gives us the Church's first official teaching prohibiting artificial birth control?
  - The document that first prohibited artificial birth control was "On Human Life" (*"Humanae Vitae"*).
20. According to the document *Instruction on Respect for Human Life in Its Origin and on the Dignity of Procreation (Donum Vitae)*, what fundamental principle should be at the heart of all moral issues raised by artificial birth control and artificial conception?
  - The fundamental principle is the inestimable value of the gift of life and our responsibility for it.



Name \_\_\_\_\_

## Unit 4 Final Performance Task Options

The following is a list of the enduring understandings for unit 4. Demonstrating your grasp of at least one of these understandings will be essential to successfully completing your chosen final performance task. See the descriptions below to understand the specific elements that will be required for each final performance task option.

- The Fifth Commandment calls us to respect and protect all human life, from conception to natural death, because all human life is sacred, created by God for eternal life.
- The Sixth and Ninth Commandments call us to a life of chastity, using the great gift of sexuality for the nuptial and generative ends God intended.

### Option 1: Write a Research Paper

Write a five-page research paper on one of the issues addressed in this unit of study: abortion, euthanasia, genetic engineering, stem cell research, suicide, just war, the death penalty, chastity, pornography, prostitution, cohabitation, adultery, artificial contraception, artificial means of conception, or a topic related to personal health. Follow these steps:

1. Review each of the issues presented in this unit, and decide on one issue you would like to address in greater depth.
2. Examine the course readings and class notes that address this issue, and write down questions you need to pursue to more fully understand the issue.
3. Identify reliable sources of information that can add to your understanding of the issue, and search them for opinions, facts, and statistics. Include both secular and Catholic resources, including the *Catechism of the Catholic Church*. Web searches will lead you to articles and statistics related to your issue. Be sure to research official Catholic teaching on the issue, using the Vatican website and the United States Conference of Catholic Bishops website for pertinent documents.
4. Write a rough draft of your research, noting how at least one of the enduring understandings applies to your issue.
5. Rewrite and edit a final copy, including a works cited page listing the resources you have used.



## Option 2: Design an All-School Project

Working in a team of three to four, design an all-school project to promote either (a) respect for life or (b) respect for God's gift of sexuality. Follow these steps as you design your project:

1. In a team meeting, brainstorm ideas for promoting the theme you have chosen over three to four school days (depending on the number of members in your team), with each day covering a different element of the overall theme. The project must be a cooperative endeavor involving students, teachers, administration, and various school clubs and programs.
2. As a team, discuss together specific activity ideas for each day. Your ideas could include posters, display tables, prayer services, announcements, presenters, assemblies, and so on. Try to coordinate your activity ideas so that the ideas complement one another. Create a one-page overview together, listing the themes and activities for each day of the all-school project.
3. Each student on your team is responsible for developing the plan for one day of the project. Each day's plan should be three pages, including: (a) a schedule of the day's activities, (b) an example of one of the activities for the day, such as a sample poster, a prayer service, the key points of a presentation, and so on; and (c) a one-page essay summarizing Church teaching on that day's element of the overall theme. Be sure to put your name on the plan you are creating.
4. Combine the one-page overview and the final copies of each day's plans into a project folder, either paper or digital, as directed by your teacher.



Name \_\_\_\_\_

## Unit 4 Final Performance Task Rubrics

Option 1				
Criteria	4	3	2	1
<b>Paper demonstrates comprehension of enduring understandings for unit.</b>	Paper demonstrates clear and insightful comprehension of enduring understandings for unit.	Paper demonstrates clear comprehension of enduring understandings for unit.	Paper demonstrates unclear or incoherent comprehension of enduring understandings for unit.	Paper demonstrates limited or no comprehension of enduring understandings for unit.
<b>Paper is of required length with points clearly made.</b>	Paper is five or more pages in length and main points are clearly and effectively presented.	Paper is four pages in length and main points are clearly presented.	Paper is less than four pages in length and main points lack some clarity.	Paper is less than three pages in length and main points are unclear.
<b>Paper includes information from several reliable sources.</b>	Paper includes facts from five or more reliable sources.	Paper includes facts from four reliable sources.	Paper includes facts from three reliable sources.	Paper includes facts from fewer than three reliable sources.
<b>Paper effectively presents Catholic teaching on issue.</b>	Paper presents substantial Catholic teaching on issue, with references from <i>Catechism</i> and Church documents.	Paper presents adequate Catholic teaching on issue, with references from <i>Catechism</i> and Church documents.	Paper presents limited Catholic teaching on issue, with few references from <i>Catechism</i> and Church documents.	Paper fails to present Catholic teaching on issue.
<b>Paper shows clarity of thought and written expression and uses correct spelling, grammar, and diction.</b>	Paper shows outstanding written expression and has no errors in spelling, grammar, or diction.	Paper shows good written expression and has one or two errors in spelling, grammar, or diction.	Paper shows adequate written expression and has three or four errors in spelling, grammar, or diction.	Paper shows poor written expression and has five or more errors in spelling, grammar, or diction.





## UNIT 4

## Unit 4 Final Performance Task Rubrics

Option 2				
Criteria	4	3	2	1
<b>Work demonstrates comprehension of enduring understandings for unit.</b>	Work demonstrates coherent, insightful, and clear comprehension of enduring understandings for unit.	Work is sometimes inconsistent but clearly demonstrates comprehension of enduring understandings for unit.	Work is not always coherent and does not clearly demonstrate comprehension of enduring understandings for unit.	Work demonstrates limited or no relevant comprehension of enduring understandings for unit.
<b>Project overview plan and individual plans for each day show insightful development of overall theme.</b>	Plans are appropriate, showing thought-provoking and insightful development of project's overall theme.	Plans are appropriate and thought-provoking but lacking in insightful development of project's overall theme.	Plans are appropriate but are not thought-provoking or insightful in development of project's overall theme.	Plans are simplistic and superficial.
<b>Activities planned for each day are creative and engaging for whole school.</b>	Planned activities demonstrate substantial creativity and will engage interest of most students.	Planned activities demonstrate creativity and will engage interest of many students.	Planned activities lack creativity and will engage interest of few students.	Planned activities are not creative and will not engage interest of students.
<b>Written work utilizes proper spelling, grammar, and diction.</b>	Written work has no errors in spelling, grammar, or diction.	Written work has one or two errors in spelling, grammar, or diction.	Written work has three or four errors in spelling, grammar, or diction.	Written work has five or more errors in spelling, grammar, or diction.



Name \_\_\_\_\_

## Unit 4 Test

# Respecting Life and Sexuality

### Multiple Choice

Write the letter of the best or most appropriate answer in the space provided before each question.

- \_\_\_\_\_ 1. Jesus' teaching on the Fifth Commandment goes beyond not committing murder and includes the command to do what?
- a. heal the sick
  - b. comfort the sorrowful
  - c. be chaste
  - d. love our enemies
- \_\_\_\_\_ 2. The seamless garment of life does not specifically include which of these moral issues?
- a. abortion
  - b. consumerism
  - c. euthanasia
  - d. death penalty
- \_\_\_\_\_ 3. What do we call the sin that is an action, attitude, or failure to act that leads another person into sin?
- a. scandal
  - b. perjury
  - c. misdemeanor
  - d. temptation
- \_\_\_\_\_ 4. Which of the following does a fetus not have by the time it is twelve weeks old?
- a. a beating heart
  - b. fingerprints
  - c. hair
  - d. the ability to curl its toes
- \_\_\_\_\_ 5. Ultimately, suicide is a rejection of which gift from God?
- a. grace
  - b. forgiveness
  - c. suffering
  - d. love



- \_\_\_\_\_ 6. The Fifth Commandment calls us to protect life from when to when?
- birth to natural death
  - conception to natural death
  - conception to birth
  - It does not call us to protect life.
- \_\_\_\_\_ 7. Prenatal testing is morally permissible as long as it is used for which of these purposes?
- helping parents choose whether to keep the baby
  - promoting the health of the fetus
  - creating a designer baby
  - both *b* and *c*
- \_\_\_\_\_ 8. Genetic engineering is morally permissible as long as it is used for which of these purposes?
- creating a baby with predetermined qualities
  - preventing disease or physical disabilities
  - creating a clone of another person
  - none of the above
- \_\_\_\_\_ 9. Which of the following is not a sin against the Fifth Commandment?
- hazing rituals and name calling
  - reckless or unsafe driving
  - practical jokes that might cause embarrassment or physical harm
  - criticizing a political person or institution
- \_\_\_\_\_ 10. Which phrase completes the beatitude that begins, "Blessed are the peacemakers" (Matthew 5:9)?
- "for they will inherit the earth"
  - "for they will be called children of God"
  - "for theirs is the Kingdom of Heaven"
  - "for they shall see God"
- \_\_\_\_\_ 11. Which of these are reasons people question whether there can truly be a just war today?
- Nuclear, biological, and chemical weapons can kill too many people.
  - The world's build up of weapons causes more harm than any possible good.
  - Too many civilians are killed in modern wars.
  - all of the above
- \_\_\_\_\_ 12. Why is human life qualitatively different from the life of every other creature?
- God created human beings with bodies and souls.
  - God gave Adam power over all creation.
  - We are at the top of the evolutionary pyramid.
  - We have better survival skills.



- \_\_\_\_\_ 13. What is the Sixth Commandment?
- You shall not kill.
  - You shall not commit adultery.
  - You shall not steal.
  - You shall not covet your neighbor's wife.
- \_\_\_\_\_ 14. According to the theology of the body, what are the two main ends or purposes of human sexuality?
- passion and pleasure
  - communication and evangelization
  - nuptial and generative
  - contemplatio* and *meditatio*
- \_\_\_\_\_ 15. What does it mean to be a person of sexual integrity?
- A man will always tell the truth to a woman.
  - A woman will always tell the truth to a man.
  - Both people will be honest in their affairs with the opposite sex.
  - A person's thoughts, words, and actions reflect God's purpose for the gift of sexuality.
- \_\_\_\_\_ 16. Which phrase completes the beatitude that begins, "Blessed are the clean of heart" (Matthew 5:8)?
- "for theirs is the kingdom of heaven"
  - "for they will be comforted"
  - "for they will see God"
  - "for they will be called children of God"
- \_\_\_\_\_ 17. What is a possible consequence of fornication?
- feelings of shame and betrayal
  - sexually transmitted disease
  - feeling separated from God
  - all of the above
- \_\_\_\_\_ 18. Why can the pressure to be sexually active outside of marriage be especially strong for young people?
- the influence of their parents
  - their changing bodies and developing sexual identities
  - social gatherings where the sexes intermingle
  - the desire to have children
- \_\_\_\_\_ 19. Which of the following is not a sin against chastity?
- immodest dress
  - a married person flirting with someone who is not their spouse
  - having a boyfriend or girlfriend
  - making sexually suggestive comments



## Unit 4 Test

- \_\_\_\_\_ 20. Which of the following is not a sin against the dignity of marriage?
- artificial contraception
  - artificial means of conception
  - chastity
  - adultery
- \_\_\_\_\_ 21. Which of the following points is not a valid argument against the sin of abortion?
- A woman has the right to choose what she does with her body.
  - Human life begins at the moment of conception.
  - Every human life is sacred, including the unborn.
  - The fetus's body is clearly differentiated from the mother's body.
- \_\_\_\_\_ 22. What do we call the tendency of all human beings to sin, as a result of Original Sin?
- mortal sin
  - concupiscence
  - immorality
  - lack of grace
- \_\_\_\_\_ 23. Which of these is not an artificial means of conception?
- genetic engineering
  - in vitro fertilization
  - artificial insemination
  - surrogate motherhood
- \_\_\_\_\_ 24. In which book of the Bible do we read that human beings are created in the image and likeness of God?
- Genesis
  - Psalms
  - Gospel of Matthew
  - Letter to the Romans
- \_\_\_\_\_ 25. Why is human sexuality such a great and wonderful gift from God?
- Through it, we share in God's power to create life.
  - It is the most pleasurable thing we can do with our body.
  - It draws us into a deep and loving relationship with our spouse.
  - both *a* and *c*



## Matching

Match the description in column A with the word in column B by writing the letter of the correct answer in the space provided.

### Column A

- \_\_\_\_\_ 26. A direct action, or a deliberate lack of action, that causes the death of a person who is disabled, sick, or dying.
- \_\_\_\_\_ 27. The manipulation of an ovum's or fetus's genetic coding.
- \_\_\_\_\_ 28. They have the potential to reproduce themselves as different types of human tissues and organs.
- \_\_\_\_\_ 29. Sexual intercourse between a man and a woman who are not married.
- \_\_\_\_\_ 30. A theological term for something related to the power of producing new life.
- \_\_\_\_\_ 31. The process by which a man's sperm and a woman's egg are united in a manner other than natural sexual intercourse.
- \_\_\_\_\_ 32. The beatitude that enables us to see the human body—ours and our neighbor's—as a manifestation of God's beauty.
- \_\_\_\_\_ 33. Having more than one spouse, an act contrary to the dignity of marriage.
- \_\_\_\_\_ 34. The declaration by the Church that a marriage is null and void; that is, it never existed as a sacramental union.
- \_\_\_\_\_ 35. A state achieved by chastity and purity of heart; in this state, there is nothing that divides you. Your inner and outer lives are united in respecting God's gift of sexuality.

### Column B

- a. generative
- b. purity of heart
- c. stem cells
- d. annulment
- e. fornication
- f. sexual integrity
- g. polygamy
- h. genetic engineering
- i. artificial conception
- j. euthanasia



## True or False

Circle “T” if the statement is true or “F” if the statement is false. If it is false, correct the statement by crossing out the underlined word or phrase and writing the correct word or phrase in the space provided.

- |   |   |  |       |
|---|---|--|-------|
| T | F | 36. The Church <u>has condemned</u> stem cell research as immoral when it uses the cells of embryos and fetuses obtained through in vitro fertilization. | _____ |
| T | F | 37. Nuclear weapons <u>are justified</u> because the results will lead to the end of war.  | _____ |
| T | F | 38. The Church <u>approves</u> the death penalty as an option for protecting the common good against violent offenders.                                  | _____ |
| T | F | 39. The <u>nuptial</u> meaning of the gift of sexuality means that it is oriented to creating new life.  | _____ |
| T | F | 40. <u>Natural family planning</u> is a morally acceptable means for a husband and wife to space their children's births.                                | _____ |

## Essay

Respond to one of the following prompts in complete sentences.

- A. What are the responsibilities of businesses and government agencies regarding the Fifth Commandment?
- B. How is the gift of sexuality a sign of God's own nature?
- C. Why is pornography a serious moral wrong? Give at least three reasons.

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## Unit 4 Test Answer Key

## Respecting Life and Sexuality

## Multiple Choice

- |      |       |       |       |
|------|-------|-------|-------|
| 1. d | 8. b  | 15. d | 22. b |
| 2. b | 9. d  | 16. c | 23. a |
| 3. a | 10. b | 17. d | 24. a |
| 4. c | 11. d | 18. b | 25. d |
| 5. d | 12. a | 19. c |       |
| 6. b | 13. b | 20. c |       |
| 7. b | 14. c | 21. a |       |

## Matching

- |       |       |
|-------|-------|
| 26. j | 31. i |
| 27. h | 32. b |
| 28. c | 33. g |
| 29. e | 34. d |
| 30. a | 35. f |

## True or False

36. T  
 37. F – are not justified  
 38. F – does not approve  
 39. F – generative  
 40. T

## Essay

*Responses will vary but should include some of the following points:*

- A. What are the responsibilities of businesses and government agencies regarding the Fifth Commandment?

Answers might include that businesses are forbidden to sell unsafe products or services. The Fifth Commandment forbids medical or psychological experimentation on human beings that might seriously endanger their lives or health, even with their consent. It forbids business practices or legal policies that take advantage of poor people or poor nations, possibly leading to starvation and disease. It is a sin to put profit above people's safety.





B. How is the gift of sexuality a sign of God's own nature?

Answers might include that men and women are naturally drawn into relationship with each other—a relationship whose deepest expression is the intimate relationship between a wife and husband. This visible reality reveals to us an invisible reality, the nature of God himself. The union of man and woman is an image of the communion of the Father, Son, and Holy Spirit, the primary communion of love that all other earthly communions share in.

C. Why is pornography a serious moral wrong? Give at least three reasons.

Pornography is dangerous because it violates human dignity. It takes the gift of sexuality and makes it an object to be exploited and abused. Even though the models and actors may agree to participate in the creation of pornography, there is nothing right and everything wrong about viewing pornographic images. The chemistry in people's brains makes them particularly susceptible to the temptation of pornography and can make viewing pornography addictive. The use of pornography leads to a serious lack of reverence for the gift of sexuality and in some cases has been linked to violent and abusive sexual acts, especially toward women and children.

