



Newmarket and District Right to Life Association

Dear Teacher:

The Newmarket and District Right to Life Association is a non-denominational, charitable organization which holds these principles:

1. The right to life is a basic human right of all human beings.
2. All human beings have a right to care and protection both before and after birth.
3. Society has a duty to protect this right.

Some of the ways that we are fulfilling this mandate are:

- Providing the teachers of The York Catholic District School Board with pro-life books, videos and DVDs on a variety of life issues.
- Providing you with this resource document to assist you in utilizing the pro life media that we have provided.

This interactive resource is based upon the Ontario Catholic Secondary Curriculum Policy Document for Religious Education as prepared by the Institute for Catholic Education. It focuses *only* on the **Family Life Education** strand. **This resource is only a tool which provides you with suggested means to fulfill the mandates of the Family Life Education Strand and has not been approved by the Institute for Catholic Education.**

The first section (14 pages) lists the specific expectations for each grade and level, matching them to the media that fulfills these expectations.

To quickly access this document to find a specific media that will meet your needs;

- Choose your grade and level (see hyperlink next page)
- Choose the expectation you wish to fulfill
- Click on the media for a brief description and a listing of all of the specific expectations met by that media.
- If the media chosen does not totally meet your expectations or you wish to explore other options click “Back to Grade” to bring you back to the chosen grade and level.
- At the end of the listing for that media you will find classroom discussion questions and a teacher answer sheet.

If you have a specific media and you want to know which specific expectations that this media will meet;

- Choose your grade and level (see hyperlink next page)



Newmarket and District Right to Life Association

- Click on the media you want to use which will hyperlink you to a brief description and a listing of all of the specific expectations met by that media
- At the end of the listing for that media you will find classroom discussion questions and a teacher answer sheet.

Please be advised that some of the media listed in this resource are no longer available but the description, specific expectations and questions are included for those schools, which still have these media. Where it is possible, new alternatives are listed as footnotes. As we become aware of especially effective pro-life media we will be providing these to you along with an updated resource document.

For a listing of the resources in this document and the suppliers of this resource please click [Appendix](#).

If there is a media listed in this resource that meets the specific expectations that you wish to fulfill and it is no longer available in your resource library or you wish additional copies, please contact Newmarket Right to Life at 1-800-697-1625 or email 260churchill@gmail.com. The same contact information can be used to arrange for speakers for your school.

We hope that you will find this resource a valuable tool in assisting your efforts on behalf of Life.

The Board of Newmarket and District Right to Life Association

[**Family Life Education Grade 9**](#)

[**Family Life Education Grade 10**](#)

[**Family Life Education Grade 11 College / University**](#)

[**Family Life Education Grade 11 Workplace**](#)

[**Family Life Education Grade 12 College**](#)

[**Family Life Education Grade 12 University**](#)

[**Family Life Education Grade 12 Workplace**](#)

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

FAMILY LIFE EDUCATION Grade 9

Books & Video/DVD for Specific Expectations

SPECIFIC EXPECTATIONS

By the end of this course, students will:

- explain how a wide range of emotions can influence personal decisions, actions, and relationships;

Video/DVD:

<u>Who Gets the Last Word?</u> ¹	<u>Ending the Journey</u> ¹
<u>No Second Chance</u> ²	<u>Turning the Tide</u>
<u>Life</u>	<u>Life is Sacred</u>
<u>Sex, Lies and the Truth</u>	<u>Right Choice</u>
<u>The Rules Have Changed</u>	<u>22 Weeks</u>
<u>Eggsploitation</u>	<u>Lines that Divide</u>
<u>A Distant Thunder</u>	<u>180</u>
<u>Sex-Ed</u>	

Books:

<u>A Time to Choose Life</u>	<u>A Voice Unheard</u>
<u>Euthanasia and Assisted Suicide</u>	

- evaluate emotions in the light of good or evil actions;

Video/DVD:

<u>Who Gets the Last Word?</u> ¹	<u>Ending the Journey</u> ¹
<u>No Second Chance</u>	<u>Turning the Tide</u>
<u>Life</u>	<u>Life is Sacred</u>
<u>Sex, Lies and the Truth</u>	<u>Right Choice</u>
<u>The Rules Have Changed</u>	<u>22 Weeks</u>
<u>Eggsploitation</u>	<u>Lines that Divide</u>
<u>A Distant Thunder</u>	<u>180</u>
<u>Sex-Ed</u>	

Books:

<u>A Time to Choose Life</u>	<u>A Voice Unheard</u>
<u>Euthanasia and assisted Suicide</u>	

- recognize the importance of a healthy positive acceptance of self, with strengths and weakness;

Video/DVD:

<u>Sex, Lies and the Truth</u>	<u>The Rules Have Changed</u>
<u>Turning the Tide</u>	<u>Ending the Journey</u> ¹
<u>Who Gets the Last Word?</u>	<u>Lines that Divide</u>
<u>22 Weeks</u>	<u>Life is Sacred</u>
<u>180</u>	<u>Sex-Ed</u>

¹ No longer available use Turning the Tide

² No longer available use The Rules Have Changed

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

FAMILY LIFE EDUCATION Grade 9 (continued)

- recognize and compare the signs of healthy and unhealthy relationships (e.g., bullying);

Video/DVD:	<u>Sex, Lies and the Truth</u> <u>The Rules Have Changed</u> <u>22 Weeks</u> <u>Lines that Divide</u> <u>Life is Sacred</u> <u>Sex-Ed</u>	<u>Ending the Journey¹</u> <u>Turning the Tide</u> <u>Eggsploitation</u> <u>A Distant Thunder</u> <u>180</u>
Books:	<u>A Time to Choose Life</u> <u>Euthanasia and assisted Suicide</u>	<u>A Voice Unheard</u>

- explain the difference between forgiveness and reconciliation in relationships;

Video/DVD:	A Distant Thunder	22 Weeks
------------	-------------------	----------

- examine the meaning of the word ‘love’ in light of the Gospel meaning and its use in society;

Video/DVD:	<u>Sex, Lies and the Truth</u> <u>A Distant Thunder</u> <u>Eggsploitation</u> <u>Turning the Tide</u> <u>180</u>	<u>The Rules Have Changed</u> <u>22 Weeks</u> <u>Lines that Divide</u> <u>Life is Sacred</u> <u>Sex-Ed</u>
Books:	<u>A Time to Choose Life</u> <u>Euthanasia and assisted Suicide</u>	<u>A Voice Unheard</u>

- define chastity and understand why it is a Christian virtue;

Video/DVD:	<u>Life</u> <u>The Rules Have Changed</u> <u>No Second Chance</u> <u>Sex-Ed</u>	<u>Right Choice</u> <u>A Doctor Explains</u> <u>Sex, Lies and the Truth</u>
Books:	<u>A Time to Choose Life</u>	

- analyse sexual decision-making in relation to the meaning of chastity (CCC §2337-2359);

Video/DVD:	<u>Right Choice</u> <u>Sex, Lies and the Truth</u> <u>No Second Chance</u> <u>Sex-Ed</u>	<u>A Doctor Explains</u> <u>The Rules Have Changed</u> <u>Life</u>
Books:	<u>A Time to Choose Life</u>	

- demonstrate a respect for the human body, in light of the sacredness of human life created by God;

Video/DVD:	<u>Life</u> <u>Ending the Journey¹</u> <u>Right Choice</u> <u>No Second Chance</u>	<u>A Doctor Explains</u> <u>Sex, Lies and the Truth</u> <u>The Rules Have Changed</u> <u>Preview of a Birth</u>
------------	--	--

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

FAMILY LIFE EDUCATION Grade 9 (continued)

- | | | |
|--------|---|----------------------------------|
| | 22 Weeks | Eggsplotation |
| | Lines that Divide | Turning the Tide |
| | Life is Sacred | 180 |
| | Sex-Ed | |
| Books: | A Time to Choose Life | A Voice Unheard |
| | Euthanasia and assisted Suicide | |
- describe the Christian family as the basis of society and as domestic Church;
Video/DVD: [Sex, Lies and the Truth](#) [Life is Sacred](#)
[180](#)
 - describe symptoms, treatments and prevention of major sexually-transmitted infections including HIV/AIDS, and their effect on human fertility and life.
Video/DVD: [No Second Chance](#) [Sex, Lies and the Truth](#)
[The Rules Have Changed](#) [Sex-Ed](#)

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

FAMILY LIFE EDUCATION Grade 10

Books & Video/DVD for Specific Expectations

SPECIFIC EXPECTATIONS

By the end of this course, students will:

- describe stages of cognitive and affective (emotional) development throughout the human life span, with a focus on adolescence;

Video/DVD: [The Rules Have Changed](#) [Sex, Lies and the Truth](#)

- describe the ways in which human growth is distorted by relationships that involve exploitative, harassing or abusive behaviours;

Video/DVD: [Sex, Lies and the Truth](#) [The Rules Have Changed](#)
[Eggsplotation](#) [22 Weeks](#)
[Lines that Divide](#) [Turning the Tide¹](#)
[Ending the Journey¹](#) [Who gets the Last Word](#)
[A Distant Thunder](#) [Sex-Ed](#)

Books: [A Time to Choose Life](#) [A Voice Unheard](#)
[Euthanasia and Assisted Suicide](#)

- explore the issues of sexual attraction and sexual decision-making in the light of chastity and the consequences of pre-marital sexual activity (CCC §2337-2359);

Video/DVD: [A Doctor Explains](#) [Sex, Lies and the Truth](#)
[Life](#) [No Second Chance](#)
[Right Choice](#) [22 Weeks](#)
[A Distant Thunder](#) [Sex-Ed](#)

Books: [A Time to Choose Life](#)

- explore aspects of the family life cycle (including marriage, birth, raising children, children leaving home, old age, death), as well as the impact on families of premature death, separation or divorce, and the situation of blended families;

Video/DVD: [Ending the Journey¹](#) [A Doctor Explains](#)
[Sex, Lies and the Truth](#) [The Rules Have Changed](#)
[No Second Chance](#) [A Distant Thunder](#)
[Life is Sacred](#) [Turning the Tide¹](#)
[Who gets the Last Word](#) [Eggsplotation](#)
[180](#)

Books: [A Time to Choose Life](#) [Euthanasia and Assisted Suicide](#)

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

FAMILY LIFE EDUCATION Grade 10 (continued)

- articulate the qualities which are essential to the building of healthy relationships, with a particular focus on the positive impact of intimacy and mutuality;

Video/DVD:	<u>The Rules Have Changed</u> <u>Life is Sacred</u> <u>22 Weeks</u> <u>Sex-Ed</u>	<u>Sex, Lies and the Truth</u> <u>Turning the Tide¹</u> <u>180</u>
Books:	<u>A Time to Choose Life</u> <u>Euthanasia and Assisted Suicide</u>	<u>A Voice Unheard</u>

- evaluate healthy and unhealthy attitudes to the human body and physical appearance;

Video/DVD:	<u>The Rules Have Changed</u> <u>Who gets the Last Word</u> <u>Turning the Tide¹</u> <u>Sex-Ed</u>	<u>Sex, Lies and the Truth</u> <u>Ending the Journey¹</u> <u>Eggsploitation</u>
Books:	<u>A Time to Choose Life</u> <u>A Voice Unheard</u>	<u>Euthanasia and Assisted Suicide</u>

- define and discuss the importance of sexuality and sexual attraction as gifts from God;

Video/DVD:	<u>The Rules Have Changed</u> <u>Sex-Ed</u>	<u>Sex, Lies and the Truth</u>
Books:	<u>A Time to Choose Life</u>	

- explore the meaning of respect for life from conception until natural death;

Video/DVD:	<u>Who gets the Last Word</u> <u>No Second Chance</u> <u>Life</u> <u>Sex, Lies and the Truth</u> <u>The Rules Have Changed</u> <u>Preview of a Birth</u> <u>Eggsploitation</u> <u>Lines that Divide</u>	<u>Ending the Journey¹</u> <u>Turning the Tide¹</u> <u>Life is Sacred</u> <u>Right Choice</u> <u>A Doctor Explains</u> <u>22 Weeks</u> <u>A Distant Thunder</u> <u>180</u>
Books:	<u>A Time to Choose Life</u> <u>A Voice Unheard</u>	<u>Euthanasia and Assisted Suicide</u>

- explore the effects of HIV and its potential stages of infection;

Video/DVD:	<u>The Rules Have Changed</u> <u>No Second Chance</u>	<u>Sex, Lies and the Truth</u>
------------	--	--

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

FAMILY LIFE EDUCATION Grade 10 (continued)

- describe how sexual decision-making is guided by the virtue of chastity, with a particular focus on identifying the physical, emotional, social and spiritual consequences of pre-marital sexual activity;

Video/DVD: [Life](#) [Sex, Lies and the Truth](#)
[The Rules Have Changed](#) [A Doctor Explains](#)
[No Second Chance](#) [Right Choice](#)
[22 Weeks](#) [A Distant Thunder](#)
[Sex-Ed](#)
Books: [A Time to Choose Life](#)

- explain the moral implications and the unadvertised risk involved in the use of condoms to fight HIV infection.

Video/DVD: [The Rules Have Changed](#) [Sex, Lies and the Truth](#)
Books: [A Time to Choose Life](#)

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

FAMILY LIFE EDUCATION Grade 11 College/University

Books & Video/DVD for Specific Expectations

SPECIFIC EXPECTATIONS

By the end of this course, students will:

- describe various models of family;
Books: [A Time to Choose Life](#)
- explore the differentiation between gender roles within Canadian society and the world's major religious traditions;
Books: [A Time to Choose Life](#)
- analyse the impact of the family on the individual;
Video/DVD: [Sex, Lies and the Truth](#) [Ending the Journey¹](#)
[Turning the Tide¹](#) [Who gets the Last Word?](#)
[Life is Sacred](#) [Lines that Divide](#)
Books: [A Time to Choose Life](#) [Euthanasia and Assisted Suicide](#)
[A Voice Unheard](#)
- demonstrate skills contributing to the development of inclusive community whose hallmark is hospitality;
Video/DVD: [Ending the Journey¹](#) [Who gets the Last Word?](#)
[Turning the Tide¹](#) [22 Weeks](#)
[A Distant Thunder](#)
- critique the depersonalizing attitudes and behaviours associated with sexuality (e.g., masturbation, pornography, promiscuity, prostitution, homophobia);
Video/DVD: [Sex, Lies and the Truth](#) [The Rules Have Changed](#)
[Eggsplotation](#) [Sex-Ed](#)
- critically assess the distorting messages of contemporary culture on the development of a positive Christian anthropology;
Video/DVD: [Who gets the Last Word?](#) [Sex, Lies and the Truth](#)
[Ending the Journey¹](#) [The Rules Have Changed](#)
[Turning the Tide¹](#) [Lines that Divide](#)
[Eggsplotation](#) [22 Weeks](#)
[A Distant Thunder](#) [Life is Sacred](#)
[180](#) [Sex-Ed](#)
Books: [A Time to Choose Life](#) [Euthanasia and Assisted Suicide](#)
[A Voice Unheard](#)

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

FAMILY LIFE EDUCATION Grade 11 Workplace

Books & Video/DVD for Specific Expectations

SPECIFIC EXPECTATIONS

By the end of this course, students will:

- describe various models of family;
Books: [A Time to Choose Life](#)
- explore the differentiation between gender roles within Canadian society and the world's major religious traditions;
Books: [A Time to Choose Life](#)
- analyse the impact of the family on the individual;
Video/DVD: [Sex, Lies and the Truth](#) [Ending the Journey¹](#)
[Turning the Tide¹](#) [Who gets the Last Word?](#)
[Life is Sacred](#) [Lines that Divide](#)
Books: [A Time to Choose Life](#) [Euthanasia and Assisted Suicide](#)
[A Voice Unheard](#)
- demonstrate skills contributing to the development of inclusive community whose hallmark is hospitality;
Video/DVD: [Ending the Journey¹](#) [Who gets the Last Word?](#)
[Turning the Tide¹](#) [22 Weeks](#)
[A Distant Thunder](#)
- critique the depersonalizing attitudes and behaviours associated with sexuality (e.g., masturbation, pornography, promiscuity, prostitution, homophobia);
Video/DVD: [Sex, Lies and the Truth](#) [The Rules Have Changed](#)
[Eggsplotation](#) [Sex-Ed](#)

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

FAMILY LIFE EDUCATION Grade 12 University

Books & Video/DVD for Specific Expectations

SPECIFIC EXPECTATIONS

By the end of this course, students will:

- identify the many facets of humans; rational, emotional, physical, social, aesthetic, moral and spiritual in nature, and discuss how this impacts on moral living;

Video/DVD: [A Doctor Explains](#) [Life](#)
[Sex, Lies and the Truth](#) [The Rules Have Changed](#)
[Lines that Divide](#) [No Second Chance](#)
[Ending the Journey¹](#) [Who Gets the Last Word?](#)
[22 Weeks](#) [Eggsploitation](#)
[A Distant Thunder](#) [Turning the Tide](#)
[Life is Sacred](#) [180](#)
[Sex-Ed](#)

Books: [A Time to Choose Life](#) [A Voice Unheard](#)
[Euthanasia and Assisted Suicide](#)
- describe ways in which the limits of human freedom can be challenging but can also offer opportunities for personal growth and fulfillment (e.g., living with a disability, rejection);

Video/DVD: [Who Gets the Last Word?](#) [Sex, Lies and the Truth](#)
[The Rules Have Changed](#) [No Second Chance](#)
[Ending the Journey¹](#) [Turning the Tide](#)
[Lines that Divide](#) [22 Weeks](#)
[A Distant Thunder](#)

Books: [A Time to Choose Life](#) [A Voice Unheard](#)
[Euthanasia and Assisted Suicide](#)
- describe ways of forming healthy and appropriate intimate relationships as long-range preparation for marriage and parenthood;

Video/DVD: [Life](#) [Sex, Lies and the Truth](#)
[The Rules Have Changed](#) [No Second Chance](#)
[Life is Sacred](#) [Preview of A Birth](#)
[Sex-Ed](#)

Books: [A Time to Choose Life](#) [A Voice Unheard](#)
- examine the role of chastity in the personal integration of sexuality and in the expression of sexuality in relationships and marriage;

Video/DVD: [A Doctor Explains](#) [Life](#)
[Sex, Lies and the Truth](#) [The Rules Have Changed](#)
[No Second Chance](#) [Sex-Ed](#)

Books: [A Time to Choose Life](#)

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

FAMILY LIFE EDUCATION Grade 12 University (continued)

- articulate a Christian understanding of the family as domestic church and the manner in which it participates in and contributes to a healthy and just society;

Video/DVD: [Sex, Lies and the Truth](#) [Ending the Journey¹](#)
[Life is Sacred](#) [Turning the Tide](#)
[A Distant Thunder](#) [180](#)

Books: [A Voice Unheard](#) [Euthanasia and Assisted Suicide](#)
- identify the elements of a strong family;

Video/DVD: [Sex, Lies and the Truth](#) [Life is Sacred](#)
[Turning the Tide](#)

Books: [A Voice Unheard](#)
- describe the impact of secularism on a contemporary understanding of family (e.g., decline in size, definition of what constitutes family, role of family members, bereavement, mental illness, economic issues);

Video/DVD: [Sex, Lies and the Truth](#) [Who Gets the Last Word?](#)
[Ending the Journey¹](#) [Turning the Tide](#)
[Eggsplotation](#) [22 Weeks](#)
[A Distant Thunder](#) [Life is Sacred](#)

Books: [A Time to Choose Life](#) [Euthanasia and Assisted Suicide](#)
[A Voice Unheard](#)
- demonstrate an understanding and profound respect for the sacred gift of human procreation, the gift of children, the experience of parenting;

Video/DVD: [Life](#) [A Distant Thunder](#)
[Sex, Lies and the Truth](#) [The Rules Have Changed](#)
[A Doctor Explains](#) [Preview of A Birth](#)
[No Second Chance](#) [Life is Sacred](#)
[22 Weeks](#) [Eggsplotation](#)
[Lines that Divide](#) [180](#)

Books: [A Time to Choose Life](#) [A Voice Unheard](#)
- describe the manner in which the sacred gift of human procreation and life itself can be protected (including a description and moral assessment of the impact of natural family planning, contraception, reproductive and genetic technologies and STDs on human life and fertility);

Video/DVD: [Preview of A Birth](#) [A Doctor Explains](#)
[Life](#) [No Second Chance](#)
[Sex, Lies and the Truth](#) [The Rules Have Changed](#)
[Eggsplotation](#) [Lines that Divide](#)
[22 Weeks](#) [A Distant Thunder](#)
[Sex-Ed](#)

Books: [A Time to Choose Life](#)

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

FAMILY LIFE EDUCATION Grade 12 University (continued)

- research and apply the Church's teaching on the sacredness of human life from conception to natural death to issues such as euthanasia, stem cell research, the impact of STDs, contraception including natural family planning, genetic and reproductive technology, and assisted suicide.

Video/DVD: [Who Gets the Last Word?](#)

[No Second Chance](#)

[Life](#)

[Sex, Lies and the Truth](#)

[22 Weeks](#)

[Lines that Divide](#)

Books: [A Time to Choose Life](#)

[Euthanasia and Assisted Suicide](#)

[Ending the Journey¹](#)

[Turning the Tide](#)

[A Distant Thunder](#)

[The Rules Have Changed](#)

[Eggsplotation](#)

[A Voice Unheard](#)

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

FAMILY LIFE EDUCATION Grade 12 College

Books & Video/DVD for Specific Expectations

SPECIFIC EXPECTATIONS

By the end of this course, students will:

- report and discuss the various challenges to families (e.g., bereavement, family structures, mental illness, economic issues, reproductive issues);

Video/DVD: [Sex, Lies and the Truth](#) [The Rules Have Changed](#)
[Ending the Journey¹](#) [Who Gets the Last Word?](#)
[A Doctor Explains](#) [Turning the Tide](#)
[Eggsplottation](#) [A Distant Thunder](#)
[Lines that Divide](#) [22 Weeks](#)
[Sex-Ed](#)

Books: [A Time to Choose Life](#) [A Voice Unheard](#)
[Euthanasia and Assisted Suicide](#)

- describe the nature of healthy families;

Video/DVD: [Sex, Lies and the Truth](#) [The Rules Have Changed](#)
[Life is Sacred](#) [Turning the Tide](#)
[22 Weeks](#) [A Distant Thunder](#)
[Sex-Ed](#)

Books: [A Voice Unheard](#)

- explain how the family serves in moral and ethical formation;

Video/DVD: [Sex, Lies and the Truth](#) [Turning the Tide](#)
[Life is Sacred](#)

Books: [A Voice Unheard](#) [Euthanasia and Assisted Suicide](#)

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

FAMILY LIFE EDUCATION – Grade 12 Workplace

Books & Video/DVD for Specific Expectations

SPECIFIC EXPECTATIONS

By the end of this course, students will:

- describe ways in which the limits of human freedom can be challenging but can also offer opportunities for personal growth and fulfillment (e.g., living fully with a disability);

Video/DVD: [Who Gets the Last Word?](#) [Sex, Lies and the Truth](#)
[The Rules Have Changed](#) [No Second Chance](#)
[Ending the Journey¹](#) [A Distant Thunder](#)
[Turning the Tide](#) [Lines that Divide](#)
[Eggsploitation](#) [22 Weeks](#)

Books: [A Time to Choose Life](#) [A Voice Unheard](#)
[Euthanasia and Assisted Suicide](#)

- examine the role of chastity in the personal integration of sexuality and in the expression of sexuality in relationships and marriage;

Video/DVD: [Life](#) [Sex, Lies and the Truth](#)
[The Rules Have Changed](#) [No Second Chance](#)
[Preview of A Birth](#) [Sex-Ed](#)

Books: [A Time to Choose Life](#)

- describe essential components for building healthy intimate relationships (e.g., family, friendships, romantic relationships, etc.) in their lives, and examine the ways in which all relationships influence human growth;

Video/DVD: [Sex, Lies and the Truth](#) [The Rules Have Changed](#)
[22 Weeks](#) [Turning the Tide](#)
[Life is Sacred](#) [180](#)
[Sex-Ed](#)

- discuss a Christian understanding of the family as domestic church and the manner in which it participates in and contributes to a healthy and just society;

Video/DVD: [Life is Sacred](#) [180](#)

- describe the challenges that confront parents today as they seek to pass on Catholic values to their children (e.g., the influence of the media, peer pressure, contemporary value placed on church);

Video/DVD: [Sex, Lies and the Truth](#) [Sex-Ed](#)

- identify the elements of a strong family;

Video/DVD: [Sex, Lies and the Truth](#)
Books: [A Voice Unheard](#)

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

FAMILY LIFE EDUCATION Grade 12 Workplace (continued)

- demonstrate a Catholic understanding of and respect for the sacred gift of human procreation, the gift of children, and the experience of parenting;

Video/DVD: [Preview of A Birth](#) [No Second Chance](#)
[A Doctor Explains](#) [Life](#)
[Sex, Lies and the Truth](#) [The Rules Have Changed](#)
[Life is Sacred](#) [Eggsplotiation](#)
[22 Weeks](#) [A Distant Thunder](#)
[Lines that Divide](#) [180](#)

Book: [A Time to Choose Life](#) [A Voice Unheard](#)

- describe the manner in which the sacred gift of human procreation and life itself can be protected and apply Church teachings to related issues (e.g., natural family planning, contraception, reproductive and genetic technologies and the impact of STDs on human life and fertility).

Video/DVD: [Who Gets the Last Word?](#) [A Distant Thunder](#)
[No Second Chance](#) [Lines that Divide](#)
[Life](#) [Life is Sacred](#)
[Sex, Lies and the Truth](#) [Eggsplotiation](#)
[The Rules Have Changed](#) [22 Weeks](#)
[180](#) [Sex-Ed](#)

Books: [A Time to Choose Life](#) [A Voice Unheard](#)

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Family Life Education – Grade 9

WHO GETS THE LAST WORD? EUTHANASIA (VIDEO)
produced by Canadian Physicians for Life 1999 23 minutes.

This film introduces the issues of Euthanasia and Physician Assisted Suicide in the Canadian context. It begins by asking people on the street whether individuals should have the right to choose when they will die. Most of the respondents bring up the argument that too much pain and suffering would be a good enough reason. Doctors then explain that the decision to die would often be made by others. The quality of life justification is also discussed. A number of disabled persons involved in fighting for protection of the vulnerable and powerless share their viewpoint.

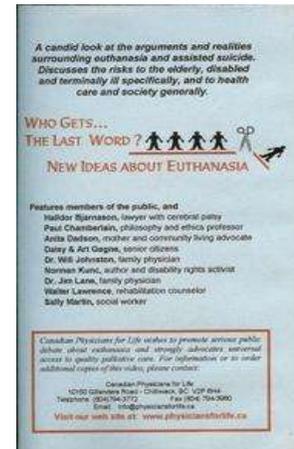
This documentary presents the concept that legalizing the “right to die” would put society on a slippery slope towards the “obligation to die”.

This film should spark discussion and reaction.

The video would help achieve the following objectives of the Curriculum Policy Document
FAMILY LIFE EDUCATION

SPECIFIC EXPECTATIONS

- Recognize and compare the signs of healthy and unhealthy relationships.(e.g., bullying)
- Evaluate emotions in the light of good and evil actions
- Demonstrate a respect for the human body, in light of the sacredness of human life created by God.



[Back to Grade 9 Curriculum](#)

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Family Life Education – Grade 10

WHO GETS THE LAST WORD? EUTHANASIA (VIDEO)
produced by Canadian Physicians for Life 1999 23 minutes.

This film introduces the issues of Euthanasia and Physician Assisted Suicide in the Canadian context. It begins by asking people on the street whether individuals should have the right to choose when they will die. Most of the respondents bring up the argument that too much pain and suffering would be a good enough reason. Doctors then explain that the decision to die would often be made by others. The quality of life justification is also discussed. A number of disabled persons involved in fighting for protection of the vulnerable and powerless share their viewpoint.

This documentary presents the concept that legalizing the “right to die” would put society on a slippery slope towards the “obligation to die”.

This film should spark discussion and reaction.

The video would help achieve the following objectives of the Curriculum Policy Document
FAMILY LIFE EDUCATION

OVERALL EXPECTATIONS

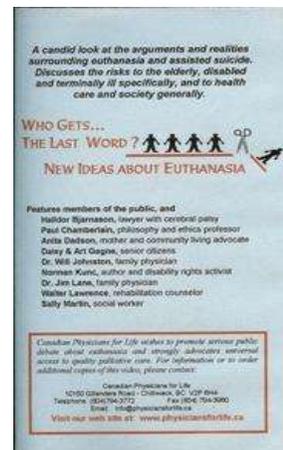
By the end of this course, students will:

- respect the dignity of all forms of life – and in particular, of human life – at every stage of its existence;
- demonstrate an understanding of the sacredness of the human person, body and spirit (CCC §2258-2262), from conception until natural death (CCC §2268-2283);

SPECIFIC EXPECTATIONS

- Explore the meaning of respect for life from conception to natural death
- Evaluate healthy and unhealthy attitudes to the human body and physical appearance.

[Back to Grade 10 Curriculum](#)



Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Family Life Education – Grade 11 COLLEGE/UNIVERSITY

WHO GETS THE LAST WORD? EUTHANASIA (VIDEO)
produced by Canadian Physicians for Life 1999 23 minutes.

This film introduces the issues of Euthanasia and Physician Assisted Suicide in the Canadian context. It begins by asking people on the street whether individuals should have the right to choose when they will die. Most of the respondents bring up the argument that too much pain and suffering would be a good enough reason. Doctors then explain that the decision to die would often be made by others. The quality of life justification is also discussed. A number of disabled persons involved in fighting for protection of the vulnerable and powerless share their viewpoint.

This documentary presents the concept that legalizing the “*right to die*” would put society on a slippery slope towards the “*obligation to die*”.

This film should spark discussion and reaction.

The video would help achieve the following objectives of the Curriculum Policy Document
FAMILY LIFE EDUCATION

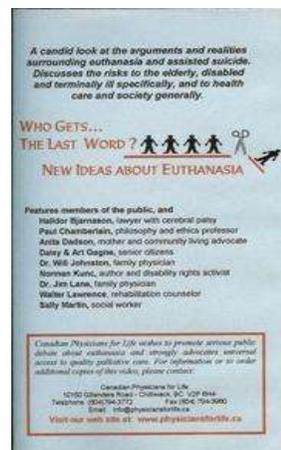
OVERALL EXPECTATIONS

By the end of this course, students will:

- critically assess how the conflicting messages of contemporary culture distort the intrinsic dignity of the human person and of authentic relationships;

SPECIFIC EXPECTATIONS

- demonstrate skills contributing to the development of inclusive community whose hallmark is hospitality;
- critically assess the distorting messages of contemporary culture on the development of a positive Christian anthropology



Ontario Catholic Secondary Curriculum Policy Document for Religious Education

Family Life Education – Grade 11 WORKPLACE

WHO GETS THE LAST WORD? EUTHANASIA (VIDEO)

produced by Canadian Physicians for Life 1999 23 minutes.

This film introduces the issues of Euthanasia and Physician Assisted Suicide in the Canadian context. It begins by asking people on the street whether individuals should have the right to choose when they will die. Most of the respondents bring up the argument that too much pain and suffering would be a good enough reason. Doctors then explain that the decision to die would often be made by others. The quality of life justification is also discussed. A number of disabled persons involved in fighting for protection of the vulnerable and powerless share their viewpoint.

This documentary presents the concept that legalizing the “*right to die*” would put society on a slippery slope towards the “*obligation to die*”.

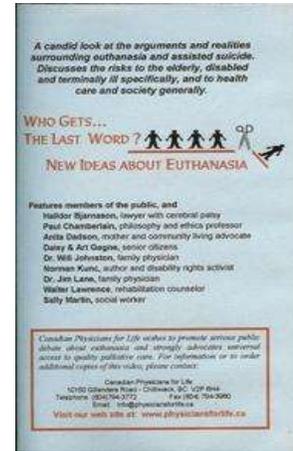
This film should spark discussion and reaction.

The video would help achieve the following objectives of the Curriculum Policy Document
FAMILY LIFE EDUCATION

SPECIFIC EXPECTATIONS

- Demonstrate skills contributing to the development of inclusive community whose hallmark is hospitality

[Back to Grade 11 Workplace Curriculum](#)



Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Ontario Catholic Secondary
Curriculum Policy Document for Religious Education

Family Life Education – Grade 12 COLLEGE/UNIVERSITY

WHO GETS THE LAST WORD? EUTHANASIA (VIDEO)
produced by Canadian Physicians for Life 1999 23 minutes.

This film introduces the issues of Euthanasia and Physician Assisted Suicide in the Canadian context. It begins by asking people on the street whether individuals should have the right to choose when they will die. Most of the respondents bring up the argument that too much pain and suffering would be a good enough reason. Doctors then explain that the decision to die would often be made by others. The quality of life justification is also discussed. A number of disabled persons involved in fighting for protection of the vulnerable and powerless share their viewpoint.

This documentary presents the concept that legalizing the “right to die” would put society on a slippery slope towards the “obligation to die”.

This film should spark discussion and reaction.

The video would help achieve the following objectives of the Curriculum Policy Document

FAMILY LIFE EDUCATION

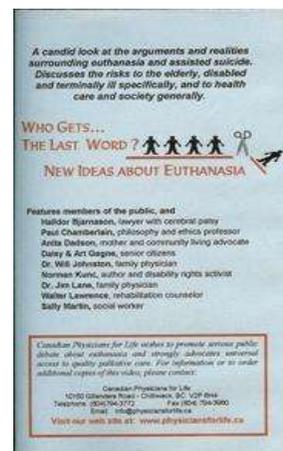
OVERALL EXPECTATIONS

By the end of this course, students will:

- describe the meaning of “the intrinsic dignity of each human person,” and its impact on our inherent sense of responsibility towards self and others;
- define the family as a foundational context for Christian ethical and moral life;
- apply related Church teaching to values and practices that promote or undermine relationships and the sacredness of life.

SPECIFIC EXPECTATIONS

- identify the many facets of humans; rational, emotional, physical, social, aesthetic, moral and spiritual in nature, and discuss how this impacts on moral living;
- describe ways in which the limits of human freedom can be challenging but can also offer opportunities for personal growth and fulfillment (e.g., living with a disability, rejection);
- describe the impact of secularism on a contemporary understanding of family (e.g., decline in size, definition of what constitutes family, role of family members, bereavement, mental illness, economic issues)



[Back to Grade 12 University Curriculum](#)
[Back to Grade 12 College Curriculum](#)

Ontario Catholic Secondary

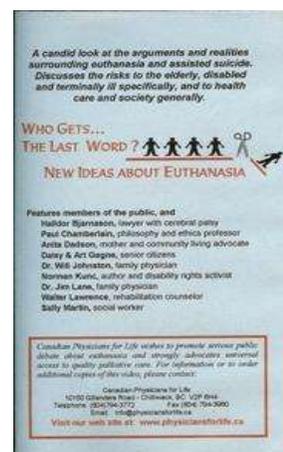
Curriculum Policy Document for Religious Education

Family Life Education – Grade 12 WORKPLACE

WHO GETS THE LAST WORD? EUTHANASIA (VIDEO)
produced by Canadian Physicians for Life 1999 23 minutes.

This film introduces the issues of Euthanasia and Physician Assisted Suicide in the Canadian context. It begins by asking people on the street whether individuals should have the right to choose when they will die. Most of the respondents bring up the argument that too much pain and suffering would be a good enough reason. Doctors then explain that the decision to die would often be made by others. The quality of life justification is also discussed. A number of disabled persons involved in fighting for protection of the vulnerable and powerless share their viewpoint.

This documentary presents the concept that legalizing the “*right to die*” would put society on a slippery slope towards the “*obligation to die*”. This film should spark discussion and reaction.



The video would help achieve the following objectives of the Curriculum Policy Document
FAMILY LIFE EDUCATION

OVERALL EXPECTATIONS

By the end of this course, students will:

- identify how “the intrinsic dignity of each human person,” impacts our inherent sense of responsibility towards self and others;
- apply related Church teaching to values and practices that promote or undermine relationships and the sacredness of life.

SPECIFIC EXPECTATIONS

- describe ways in which the limits of human freedom can be challenging but can also offer opportunities for personal growth and fulfillment (e.g., living with a disability, rejection);
- describe the manner in which the sacred gift of human procreation and life itself can be protected (including a description and moral assessment of the impact of natural family planning, contraception, reproductive and genetic technologies and STIs on human life and fertility)

[Back to Grade 12 Workplace Curriculum](#)

Ontario Catholic Secondary
Curriculum Policy Document for Religious Education

STUDENT QUESTION SHEET FOR VIDEO

WHO GETS THE LAST WORD? New Ideas on Euthanasia

1. Is it legal in Canada now for a doctor to assist someone to end their life? _____
2. Euthanasia is a doctor's deliberate _____ which causes the _____ of another person.
3. Physician Assisted Suicide is when the _____ provides the means for someone to end their own _____.
4. When they talked to people on the street what two words kept coming up?(hint- they both start with a C) _____ and _____
5. Would the "right to die" be applied equally across the population? _____
6. If the advocates for the right to choose have their way, where will the power of decision of who will die or whose life is not worthwhile be?
_____ and _____
7. How many patients in Holland were euthanized without their consent? _____
8. Who are the most vulnerable in our society? (3 groups)

9. The right to choose to die could turn into the _____ to die.
10. Did any of your opinions or attitudes change as a result of watching this video?

Explain _____

11. Comments:

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Answer sheet

FOR WHO GETS THE LAST WORD? VIDEO

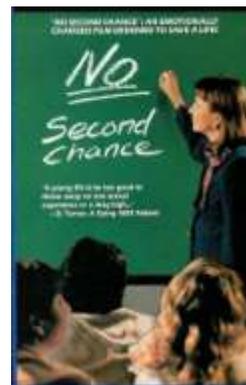
1. No
2. action ,death
3. doctor or physician, life
4. compassion or compassionate killing,choice
5. No
6. Doctors and Caregivers
7. 1/3
8. Elderly, terminally ill, disabled
9. obligation

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Family Life Education – Grade 9

Video NO SECOND CHANCE (VIDEO) AIDS: produced by Jeremiah Films 1991 30 Minutes



This film opens with a personal story of a couple who both died of AIDS and their 6 year-old child who is also dying of it, as told by the grandma who is now his caregiver. Then a nurse and various experts present medical explanations of the virus, the compromised immune system and the possible diseases which will lead to the HIV patient's eventual death. Many AIDS patients (all men) tell a little of their own stories. This is followed by a classroom presentation by a nurse talking with students about the methods of transmission and the myth of Safe Sex. She promotes monogamous relationships and waiting until marriage and explains secondary virginity. Grim facts are presented but there is also compassion shown for those suffering with HIV/AIDS.

The video would help achieve the following objectives of the Curriculum Policy Document
FAMILY LIFE EDUCATION

OVERALL EXPECTATIONS

- respect the sacred gift of human fertility;
- commit themselves to chastity in view of the relational meaning of God's gift of sexuality;
- develop decision-making and assertiveness skills which protect and promote chastity;
- Respond with awareness and Christian compassion to the HIV/AIDS crisis.

SPECIFIC EXPECTATIONS

- examine the meaning of the word 'love' in light of the Gospel meaning and its use in society;
- define chastity and understand why it is a Christian virtue;
- analyse sexual decision-making in relation to the meaning of chastity (CCC §2337-2359);
- demonstrate a respect for the human body, in light of the sacredness of human life created by God;
- describe symptoms, treatments and prevention of major sexually-transmitted infections including HIV/AIDS, and their effect on human fertility and life.

[Back to Grade 9 Curriculum](#)

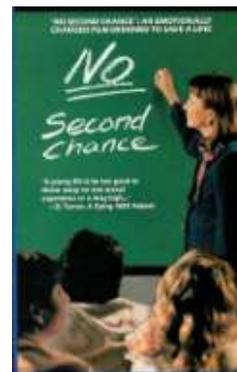
Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Family Life Education – Grade 10

Video NO SECOND CHANCE (VIDEO) AIDS: Jeremiah Films 1991
30 Minutes

This film opens with a personal story of a couple who both died of AIDS and their 6 year-old child who is also dying of it, as told by the grandma who is now his caregiver. Then a nurse and various experts present medical explanations of the virus, the compromised immune system and the possible diseases which will lead to the HIV patient's eventual death. Many AIDS patients (all men) tell a little of their own stories. This is followed by a classroom presentation by a nurse talking with students about the methods of transmission and the myth of Safe Sex. She promotes monogamous relationships and waiting until marriage and explains secondary virginity.



Grim facts are presented but there is also compassion shown for those suffering with HIV/AIDS.

The video would help achieve the following objectives of the Curriculum Policy Document
FAMILY LIFE EDUCATION

OVERALL EXPECTATIONS :

- choose and promote chastity as the personal integration of sexuality in the service of love;
- respect the dignity of all forms of life – and in particular, of human life – at every stage of its existence;
- demonstrate sensitivity and compassion for persons with HIV/AIDS.

SPECIFIC EXPECTATIONS

- explore the issues of sexual attraction and sexual decision-making in the light of chastity and the consequences of pre-marital sexual activity (CCC §2337-2359);
- Demonstrate sensitivity and compassion for persons with HIV/AIDS.
- describe symptoms, treatments and prevention of major sexually-transmitted infections including HIV/AIDS
- explain the moral implications and the unadvertised risk involved in the use of condoms to fight HIV infection.
- apply related Church teaching to values and practices that promote or undermine relationships and the sacredness of life.
- describe how sexual decision-making is guided by the virtue of chastity, with a particular focus on identifying the physical, emotional, social and spiritual consequences of pre-marital sexual activity

[Back to Grade 10 Curriculum](#)

Ontario Catholic Secondary

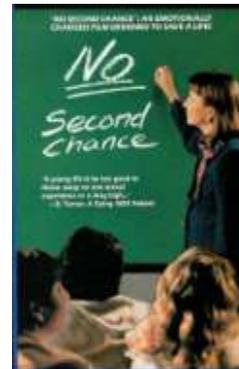
Curriculum Policy Document for Religious Education

Family Life Education – Grade 12 UNIVERSITY

Video NO SECOND CHANCE (VIDEO) AIDS: Jeremiah Films 1991
30 Minutes

This film opens with a personal story of a couple who both died of AIDS and their 6 year-old child who is also dying of it, as told by the grandma who is now his caregiver. Then a nurse and various experts present medical explanations of the virus, the compromised immune system and the possible diseases which will lead to the HIV patient's eventual death. Many AIDS patients (all men) tell a little of their own stories. This is followed by a classroom presentation by a nurse talking with students about the methods of transmission and the myth of Safe Sex. She promotes monogamous relationships and waiting until marriage and explains secondary virginity.

Grim facts are presented but there is also compassion shown for those suffering with HIV/AIDS.



The video would help achieve the following objectives of the Curriculum Policy Document
FAMILY LIFE EDUCATION

OVERALL EXPECTATIONS:

- realize the meaning of the intrinsic dignity of each human person, and its impact on our inherent sense of responsibility towards self and others;

SPECIFIC EXPECTATIONS:

- identify the many facets of humans; rational, emotional, physical, social, aesthetic, moral and spiritual in nature, and discuss how this impacts on moral living;
- describe ways in which the limits of human freedom can be challenging but can also offer opportunities for personal growth and fulfillment (e.g., living with a disability, rejection);
- describe ways of forming healthy and appropriate intimate relationships as long-range preparation for marriage and parenthood;
- examine the role of chastity in the personal integration of sexuality and in the expression of sexuality in relationships and marriage;
- demonstrate an understanding and profound respect for the sacred gift of human procreation, the gift of children, the experience of parenting;
- describe the manner in which the sacred gift of human procreation and life itself can be protected (including a description and moral assessment of the impact of natural family planning, contraception, reproductive and genetic technologies and STIs on human life and fertility)

[Back to Grade 12 University Curriculum](#)

Ontario Catholic Secondary

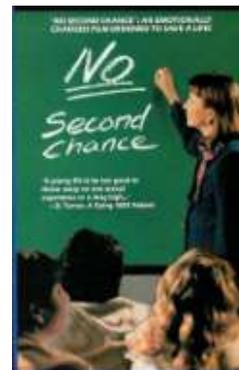
Curriculum Policy Document for Religious Education

Family Life Education – Grade 12 WORKPLACE

Video NO SECOND CHANCE (VIDEO) AIDS: Jeremiah Films 1991
30 Minutes

This film opens with a personal story of a couple who both died of AIDS and their 6 year-old child who is also dying of it, as told by the grandma who is now his caregiver. Then a nurse and various experts present medical explanations of the virus, the compromised immune system and the possible diseases which will lead to the HIV patient's eventual death. Many AIDS patients (all men) tell a little of their own stories. This is followed by a classroom presentation by a nurse talking with students about the methods of transmission and the myth of Safe Sex. She promotes monogamous relationships and waiting until marriage and explains secondary virginity.

Grim facts are presented but there is also compassion shown for those suffering with HIV/AIDS.



The video would help achieve the following objectives of the Curriculum Policy Document
FAMILY LIFE EDUCATION

OVERALL EXPECTATIONS

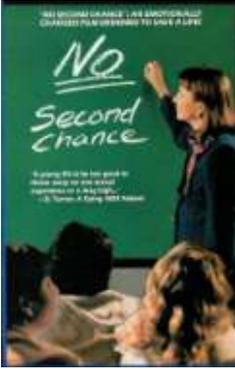
- identify how “the intrinsic dignity of each human person,” impacts on our inherent sense of responsibility towards self and others;
- apply related Church teaching to values and practices that undermine the sacredness of life.

SPECIFIC EXPECTATIONS

- describe ways in which the limits of human freedom can be challenging but can also offer opportunities for personal growth and fulfillment (e.g., living fully with a disability);
- examine the role of chastity in the personal integration of sexuality and in the expression of sexuality in relationships and marriage;
- describe essential components for building healthy intimate relationships (e.g., family, friendships, romantic relationships, etc.) in their lives, and examine the ways in which all relationships influence human growth
- demonstrate a Catholic understanding of and respect for the sacred gift of human procreation, the gift of children, and the experience of parenting

[Back to Grade 12 Workplace Curriculum](#)

Ontario Catholic Secondary Curriculum Policy Document for Religious Education



QUESTION SHEET FOR NO SECOND CHANCE: Aids VIDEO Jeremiah Films 1991

1. How long has it taken for the HIV disease to circle the whole planet?

2. H I V stands for H _____ I _____ V _____
3. The virus attacks the _____ cells. This in turn makes the patient _____ to incurable _____.
4. How long could a person be infected and not be aware of it? _____
5. This is because there may be no _____.
6. AIDS means A _____ I _____
D _____ S _____
7. There are ways to contract AIDS besides sexual contact. They are:
a) _____
b) _____
c) _____
8. Condoms do not prevent pregnancy all of the time. Would the rate of failure for preventing AIDS contraction be better or worse? _____
9. Monogamy is God's design for human sexual relationships. What problems can it prevent?

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Answer sheet

QUESTION SHEET FOR

NO SECOND CHANCE:Aids VIDEO

Jeremiah Films 1991

1. How long has it taken for the HIV disease to circle the whole planet?
One third of a generation
2. H I V stands for H *Human* I *Immune Deficiency Virus*
3. The virus attacks the *white blood* cells. This in turn makes the patient *susceptible* to incurable *diseases*.
4. How long could a person be infected and not be aware of it? *7 or 8 yrs.*
5. This is because there may be no *symptoms*.
6. AIDS means *Acquired Immune Deficiency Syndrome*
7. There are ways to contract AIDS besides sexual contact. They are: a) *blood transfusions* b) *Sharing IV needles* c) *Mother to baby transmission*
8. Condoms do not prevent pregnancy all of the time. Would the rate of failure for preventing AIDS contraction be better or worse? *Worse*

Monogamy is God's design for human sexual relationships. What problems can it prevent?

- *Broken marriages*
- *Broken trust between spouses and parent and child*
- *Avoidance of poverty for single parent families*
- *Insecurity*
- *Low self esteem*
- *Poor reputation*
- *Other*

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Family Life Education – Grade 9

Video: **LIFE** by Alliance for Life Ontario 21:26 minutes

In this gripping movie, Jakkie Jeffs of Alliance for Life Ontario introduces the viewer to women who have had abortions. They recount what they believed about abortion before their abortions, and how their views changed after experiencing the pain, trauma and side effects that no one warned them about. These women realized too late, that their babies were not “just tissue” as they were led to believe. For some of these women, they were killing the only child they would ever have. Abortion is not the safe, simple, quick procedure that abortion advocates would have us believe. It carries inherent physical, emotional and psychological problems. This movie highlights some statistics of abortion and also explains the various methods of abortion.



The viewer has to ask themselves 2 questions: Is the child a human? Should all human beings have the right to life?

The video would help achieve the following objectives of the Curriculum Policy Document
FAMILY LIFE EDUCATION

OVERALL EXPECTATIONS

- discern personal values in light of Gospel values and Church teaching;
- demonstrate an understanding of the importance of personal freedom in shaping interpersonal relationships.

SPECIFIC EXPECTATIONS

- explain how a wide range of emotions can influence personal decisions, actions, and relationships;
- evaluate emotions in the light of good or evil actions;
- define chastity and understand why it is a Christian virtue;
- analyse sexual decision-making in relation to the meaning of chastity (CCC §2337-2359);
- demonstrate a respect for the human body, in light of the sacredness of human life created by God;

[Back to Grade 9 Curriculum](#)

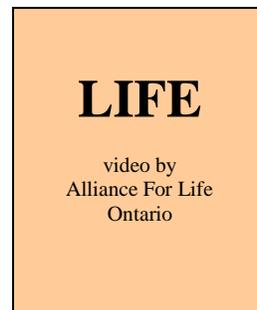
Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Family Life Education – Grade 10

Video: **LIFE** by Alliance for Life Ontario 21:26 minutes

In this gripping movie, Jakkie Jeffs of Alliance for Life Ontario introduces the viewer to women who have had abortions. They recount what they believed about abortion before their abortions, and how their views changed after experiencing the pain, trauma and side effects that no one warned them about. These women realized too late, that their babies were not “just tissue” as they were led to believe. For some of these women, they were killing the only child they would ever have. Abortion is not the safe, simple, quick procedure that abortion advocates would have us believe. It carries inherent physical, emotional and psychological problems. This movie highlights some statistics of abortion and also explains the various methods of abortion.



The viewer has to ask themselves 2 questions: Is the child a human? Should all human beings have the right to life?

The video would help achieve the following objectives of the Curriculum Policy Document
FAMILY LIFE EDUCATION

OVERALL EXPECTATIONS

- demonstrate an understanding of the sacredness of the human person, body and spirit (CCC §2258-2262), from conception until natural death (CCC §2268-2283);
- understand the family life cycle;

SPECIFIC EXPECTATIONS

- explore the issues of sexual attraction and sexual decision-making in the light of chastity and the consequences of pre-marital sexual activity (CCC §2337-2359);
- explore the meaning of respect for life from conception until natural death;
- describe how sexual decision-making is guided by the virtue of chastity, with a particular focus on identifying the physical, emotional, social and spiritual consequences of pre-marital sexual activity

[Back to Grade 10 Curriculum](#)

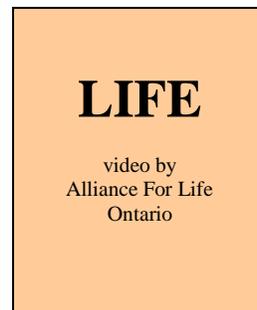
Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Family Life Education – Grade 11 College/University

Video: **LIFE** by Alliance for Life Ontario 21:26 minutes

In this gripping movie, Jakkie Jeffs of Alliance for Life Ontario introduces the viewer to women who have had abortions. They recount what they believed about abortion before their abortions, and how their views changed after experiencing the pain, trauma and side effects that no one warned them about. These women realized too late, that their babies were not “just tissue” as they were led to believe. For some of these women, they were killing the only child they would ever have. Abortion is not the safe, simple, quick procedure that abortion advocates would have us believe. It carries inherent physical, emotional and psychological problems. This movie highlights some statistics of abortion and also explains the various methods of abortion.



The viewer has to ask themselves 2 questions: Is the child a human? Should all human beings have the right to life?

The video would help achieve the following objectives of the Curriculum Policy Document
FAMILY LIFE EDUCATION

OVERALL EXPECTATIONS

- recognize that understanding and valuing the full meaning of sexuality is an ongoing life challenge guided by the virtue of chastity
- critique the attitudes and behaviours that depersonalize human sexuality

SPECIFIC EXPECTATIONS

- critique the depersonalizing attitudes and behaviours associated with sexuality
- critically assess the distorting messages of contemporary culture on the development of a positive Christian anthropology

[Back to Grade 11 College University Curriculum](#)

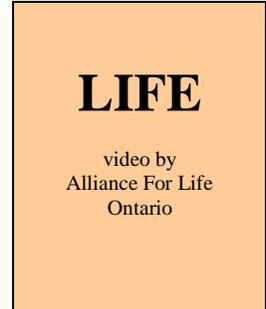
Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Family Life Education – Grade 11 Workplace

Video: **LIFE** by Alliance for Life Ontario 21:26 minutes

In this gripping movie, Jakkie Jeffs of Alliance for Life Ontario introduces the viewer to women who have had abortions. They recount what they believed about abortion before their abortions, and how their views changed after experiencing the pain, trauma and side effects that no one warned them about. These women realized too late, that their babies were not “just tissue” as they were led to believe. For some of these women, they were killing the only child they would ever have. Abortion is not the safe, simple, quick procedure that abortion advocates would have us believe. It carries inherent physical, emotional and psychological problems. This movie highlights some statistics of abortion and also explains the various methods of abortion.



The viewer has to ask themselves 2 questions: Is the child a human? Should all human beings have the right to life?

The video would help achieve the following objectives of the Curriculum Policy Document
FAMILY LIFE EDUCATION

OVERALL EXPECTATIONS

- recognize that understanding and valuing the full meaning of sexuality is an ongoing life challenge guided by the virtue of chastity
- critique the attitudes and behaviours that depersonalize human sexuality

SPECIFIC EXPECTATIONS

- critique the depersonalizing attitudes and behaviours associated with sexuality

[Back to Grade 11 Workplace Curriculum](#)

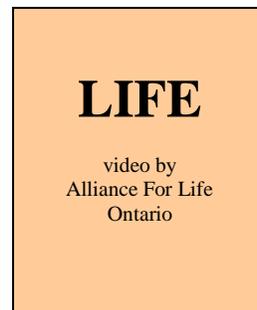
Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Family Life Education – Grade 12 University

Video: **LIFE** by Alliance for Life Ontario 21:26 minutes

In this gripping movie, Jakkie Jeffs of Alliance for Life Ontario introduces the viewer to women who have had abortions. They recount what they believed about abortion before their abortions, and how their views changed after experiencing the pain, trauma and side effects that no one warned them about. These women realized too late, that their babies were not “just tissue” as they were led to believe. For some of these women, they were killing the only child they would ever have. Abortion is not the safe, simple, quick procedure that abortion advocates would have us believe. It carries inherent physical, emotional and psychological problems. This movie highlights some statistics of abortion and also explains the various methods of abortion.



The viewer has to ask themselves 2 questions: Is the child a human? Should all human beings have the right to life?

The video would help achieve the following objectives of the Curriculum Policy Document
FAMILY LIFE EDUCATION

OVERALL EXPECTATIONS

- describe the meaning of “the intrinsic dignity of each human person,” and its impact on our inherent sense of responsibility towards self and others;
- apply related Church teaching to values and practices that promote or undermine relationships and the sacredness of life.

SPECIFIC EXPECTATIONS

- identify the many facets of humans; rational, emotional, physical, social, aesthetic, moral and spiritual in nature, and discuss how this impacts on moral living;
- describe ways of forming healthy and appropriate intimate relationships as long-range preparation for marriage and parenthood;
- examine the role of chastity in the personal integration of sexuality and in the expression of sexuality in relationships and marriage;
- demonstrate an understanding and profound respect for the sacred gift of human procreation, the gift of children, the experience of parenting;
- describe the manner in which the sacred gift of human procreation and life itself can be protected (including a description and moral assessment of the impact of natural family planning, contraception, reproductive and genetic technologies and STDs on human life and fertility)

[Back to Grade 12 University Curriculum](#)

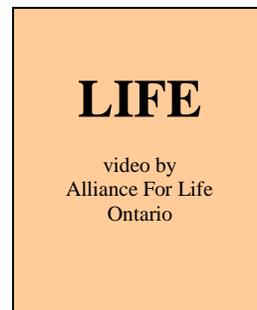
Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Family Life Education – Grade 12 College

Video: **LIFE** by Alliance for Life Ontario 21:26 minutes

In this gripping movie, Jakkie Jeffs of Alliance for Life Ontario introduces the viewer to women who have had abortions. They recount what they believed about abortion before their abortions, and how their views changed after experiencing the pain, trauma and side effects that no one warned them about. These women realized too late, that their babies were not “just tissue” as they were led to believe. For some of these women, they were killing the only child they would ever have. Abortion is not the safe, simple, quick procedure that abortion advocates would have us believe. It carries inherent physical, emotional and psychological problems. This movie highlights some statistics of abortion and also explains the various methods of abortion.



The viewer has to ask themselves 2 questions: Is the child a human? Should all human beings have the right to life?

The video would help achieve the following objectives of the Curriculum Policy Document
FAMILY LIFE EDUCATION

OVERALL EXPECTATIONS

- explore ways in which the family is called to be nurturing.

SPECIFIC EXPECTATIONS

- report and discuss the various challenges to families (eg. bereavement, family structures, economic issues, reproductive issues)

[Back to Grade 12 College Curriculum](#)

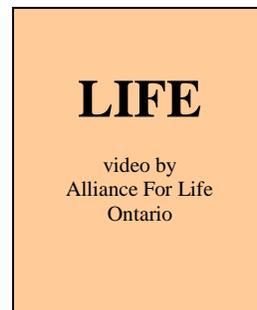
Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Family Life Education – Grade 12 Workplace

Video: **LIFE** by Alliance for Life Ontario 21:26 minutes

In this gripping movie, Jakkie Jeffs of Alliance for Life Ontario introduces the viewer to women who have had abortions. They recount what they believed about abortion before their abortions, and how their views changed after experiencing the pain, trauma and side effects that no one warned them about. These women realized too late, that their babies were not “just tissue” as they were led to believe. For some of these women, they were killing the only child they would ever have. Abortion is not the safe, simple, quick procedure that abortion advocates would have us believe. It carries inherent physical, emotional and psychological problems. This movie highlights some statistics of abortion and also explains the various methods of abortion.



The viewer has to ask themselves 2 questions: Is the child a human? Should all human beings have the right to life?

The video would help achieve the following objectives of the Curriculum Policy Document
FAMILY LIFE EDUCATION

OVERALL EXPECTATIONS

- identify how “the intrinsic dignity of each human person,” impacts on our inherent sense of responsibility towards self and others;
- apply related Church teaching to values and practices that undermine the sacredness of life.

SPECIFIC EXPECTATIONS

- demonstrate a Catholic understanding of and respect for the sacred gift of human procreation, the gift of children, and the experience of parenting;
- describe the manner in which the sacred gift of human procreation and life itself can be protected and apply Church teachings to related issues (e.g., natural family planning, contraception, reproductive and genetic technologies and the impact of STDs on human life and fertility).

[Back to Grade 12 Workplace Curriculum](#)

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

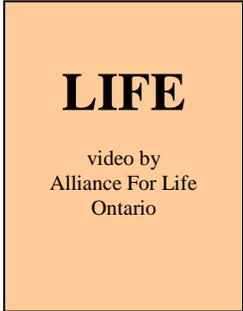
FAMILY LIFE EDUCATION

Life – Question Sheet

- 1) In what year did the Supreme Court of Canada strike down the law regarding abortion? _____
- 2) Does Canada have any law protecting unborn children at all?

- 3) Are unborn children considered human beings in Canada?

- 4) When does the heart begin to beat? Circle the correct answer
3 weeks, 8 weeks, 10 weeks
- 5) What percentage of abortions are performed for convenience? _____
- 6) 58.9% of abortions are performed at between 9 to 12 weeks gestation. These are usually _____ abortions.
- 7) 27% of abortions are done at 13 -20 weeks either by Dilation & Curettage or D & E or Saline. Explain one of them.



- 8) Late term abortions are sometimes called Partial Birth Abortions. Describe the procedure.

Ontario Catholic Secondary
Curriculum Policy Document for Religious Education

- 9) Name some of the possible complications or risks of abortion.

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

FAMILY LIFE EDUCATION

Life – Answer Sheet

- 1) 1988
- 2) No
- 3) No
- 4) 3 weeks
- 5) 93%
- 6) Suction Abortions

- 9) Risks include: body parts may be left inside which leads to infection, perforation of the uterus, hemorrhage, uterine scarring, possible sterility of the mother, psychological damage, plus the loss of respect for life can lead to acceptance of infanticide and euthanasia.

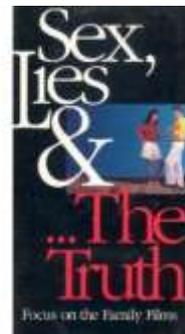


Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Family Life Education – Grade 9

Video: **SEX, LIES AND THE TRUTH** by Focus on The Family Films, 1993 30 Minutes



Sex, Lies and....the Truth is an entertaining and powerful video revealing the hard truths about sex in the 90's. Young viewers come face-to-face with the realities of unwanted pregnancies, STD's and AIDS. They meet kids just like themselves who gambled everything for a moment's fling – and those who lost it all to a deadly disease. Kirk Cameron and Chelsea Noble from TV's "Growing Pains," along with professional athletes, entertainers and celebrities, communicate the life-saving message: waiting isn't a sign of weakness. They prove the real winners in life are those who practice self-control and can face the future without guilt, worry and regret.

The video would help achieve the following objectives of the Curriculum Policy Document

FAMILY LIFE EDUCATION

OVERALL EXPECTATIONS

- explore the importance of fostering a positive, healthy self-esteem physically, intellectually, spiritually and socially;
- discern personal values in light of Gospel values and Church teaching;
- demonstrates an understanding of the importance of personal freedom in shaping interpersonal relationships.

SPECIFIC EXPECTATIONS

- explain how a wide range of emotions can influence personal decisions, actions, and relationships;
- evaluate emotions in the light of good or evil actions;
- recognize the importance of a healthy positive acceptance of self, with strengths and weakness;
- recognize and compare the signs of healthy and unhealthy relationships (e.g., bullying);
- examine the meaning of the word 'love' in light of the Gospel meaning and its use in society;
- define chastity and understand why it is a Christian virtue;
- analyse sexual decision-making in relation to the meaning of chastity (CCC §2337-2359);
- demonstrate a respect for the human body, in light of the sacredness of human life created by God;
- describe the Christian family as the basis of society and as domestic Church;
- describe symptoms, treatments and prevention of major sexually-transmitted infections including HIV/AIDS, and their effect on human fertility and life.

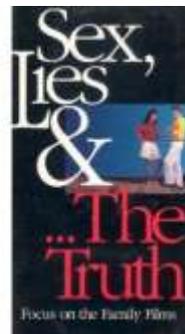
[Back to Grade 9 Curriculum](#)

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Family Life Education – Grade 10

Video: **SEX, LIES AND THE TRUTH** by Focus on The Family Films, 1993 30 Minutes



Sex, Lies and....the Truth is an entertaining and powerful video revealing the hard truths about sex in the 90's. Young viewers come face-to-face with the realities of unwanted pregnancies, STD's and AIDS. They meet kids just like themselves who gambled everything for a moment's fling – and those who lost it all to a deadly disease. Kirk Cameron and Chelsea Noble from TV's "Growing Pains," along with professional athletes, entertainers and celebrities, communicate the life-saving message: waiting isn't a sign of weakness. They prove the real winners in life are those who practice self-control and can face the future without guilt, worry and regret.

The video would help achieve the following objectives of the Curriculum Policy Document
FAMILY LIFE EDUCATION

OVERALL EXPECTATIONS

- demonstrate an understanding of the sacredness of the human person, body and spirit (CCC §2258-2262), from conception until natural death (CCC §2268-2283);
- recognize and explore the meaning of integrity and belonging in human life;
- understand the family life cycle;
- examine healthy patterns of relating with a focus on friendship, intimacy, sexuality and communication.

SPECIFIC EXPECTATIONS

- describe stages of cognitive and affective (emotional) development throughout the human life span, with a focus on adolescence;
- describe the ways in which human growth is distorted by relationships that involve exploitative, harassing or abusive behaviours;
- explore the issues of sexual attraction and sexual decision-making in the light of chastity and the consequences of pre-marital sexual activity (CCC §2337-2359);
- explore aspects of the family life cycle (including marriage, birth, raising children, children leaving home, old age, death), as well as the impact on families of premature death, separation or divorce, and the situation of blended families;
- articulate the qualities which are essential to the building of healthy relationships, with a particular focus on the positive impact of intimacy and mutuality;
- evaluate healthy and unhealthy attitudes to the human body and physical appearance;
- define and discuss the importance of sexuality and sexual attraction as gifts from God;
- explore the meaning of respect for life from conception until natural death;
- explore the effects of HIV and its potential stages of infection;

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

- describe how sexual decision-making is guided by the virtue of chastity, with a particular focus on identifying the physical, emotional, social and spiritual consequences of pre-marital sexual activity;
- explain the moral implications and the unadvertised risk involved in the use of condoms to fight HIV infection.

[Back to Grade 10 Curriculum](#)

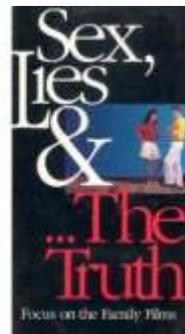
Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Family Life Education – Grade 11 – College/University

Video: **SEX, LIES AND THE TRUTH** by Focus on The Family Films, 1993 30 Minutes

Sex, Lies and....the Truth is an entertaining and powerful video revealing the hard truths about sex in the 90's. Young viewers come face-to-face with the realities of unwanted pregnancies, STD's and AIDS. They meet kids just like themselves who gambled everything for a moment's fling – and those who lost it all to a deadly disease.



Kirk Cameron and Chelsea Noble from TV's "Growing Pains," along with professional athletes, entertainers and celebrities, communicate the life-saving message: waiting isn't a sign of weakness. They prove the real winners in life are those who practice self-control and can face the future without guilt, worry and regret.

The video would help achieve the following objectives of the Curriculum Policy Document
FAMILY LIFE EDUCATION

OVERALL EXPECTATIONS

- recognize that understanding and valuing the full meaning of sexuality is an ongoing life challenge guided by the virtue of chastity;
- critique the attitudes and behaviours that depersonalize human sexuality;
- consider gender roles within Canadian society and the world's major religious traditions.

SPECIFIC EXPECTATIONS

- analyze the impact of the family on the individual;
- critique the depersonalizing attitudes and behaviours associated with sexuality (e.g., masturbation, pornography, promiscuity, prostitution, homophobia);
- critically assess the distorting messages of contemporary culture on the development of a positive Christian anthropology

[Back to Grade 11 College University Curriculum](#)

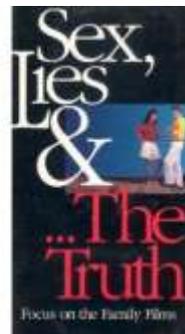
Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Family Life Education – Grade 11 - Workplace

Video: SEX, LIES AND THE TRUTH by Focus on The Family Films, 1993 30 Minutes

Sex, Lies and....the Truth is an entertaining and powerful video revealing the hard truths about sex in the 90's. Young viewers come face-to-face with the realities of unwanted pregnancies, STD's and AIDS. They meet kids just like themselves who gambled everything for a moment's fling – and those who lost it all to a deadly disease.



Kirk Cameron and Chelsea Noble from TV's "Growing Pains," along with professional athletes, entertainers and celebrities, communicate the life-saving message: waiting isn't a sign of weakness. They prove the real winners in life are those who practice self-control and can face the future without guilt, worry and regret.

The video would help achieve the following objectives of the Curriculum Policy Document
FAMILY LIFE EDUCATION

OVERALL EXPECTATIONS

- recognize that understanding and valuing the full meaning of sexuality is an ongoing life challenge guided by the virtue of chastity;
- critique the attitudes and behaviours that depersonalize human sexuality;
- consider gender roles within Canadian society and the world's major religious traditions.

SPECIFIC EXPECTATIONS

- critique the depersonalizing attitudes and behaviours associated with sexuality (e.g., masturbation, pornography, promiscuity, prostitution, homophobia);
- analyze the impact of the family on the individual

[Back to Grade 11 Workplace Curriculum](#)

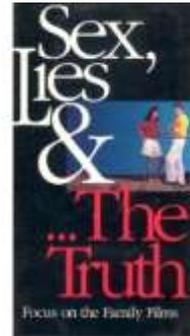
Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Family Life Education – Grade 12 - University

Video: **SEX, LIES AND THE TRUTH** by Focus on The Family Films, 1993 30 Minutes

Sex, Lies and....the Truth is an entertaining and powerful video revealing the hard truths about sex in the 90's. Young viewers come face-to-face with the realities of unwanted pregnancies, STD's and AIDS. They meet kids just like themselves who gambled everything for a moment's fling – and those who lost it all to a deadly disease. Kirk Cameron and Chelsea Noble from TV's "Growing Pains," along with professional athletes, entertainers and celebrities, communicate the life-saving message: waiting isn't a sign of weakness. They prove the real winners in life are those who practice self-control and can face the future without guilt, worry and regret.



The video would help achieve the following objectives of the Curriculum Policy Document

FAMILY LIFE EDUCATION

OVERALL EXPECTATIONS

- describe the meaning of “the intrinsic dignity of each human person,” and its impact on our inherent sense of responsibility towards self and others;
- define the family as a foundational context for Christian ethical and moral life;
- apply related Church teaching to values and practices that promote or undermine relationships and the sacredness of life.

SPECIFIC EXPECTATIONS

- identify the many facets of humans; rational, emotional, physical, social, aesthetic, moral and spiritual in nature, and discuss how this impacts on moral living;
- describe ways in which the limits of human freedom can be challenging but can also offer opportunities for personal growth and fulfillment (e.g., living with a disability, rejection);
- describe ways of forming healthy and appropriate intimate relationships as long-range preparation for marriage and parenthood;
- examine the role of chastity in the personal integration of sexuality and in the expression of sexuality in relationships and marriage;
- articulate a Christian understanding of the family as domestic church and the manner in which it participates in and contributes to a healthy and just society;
- identify the elements of a strong family;
- describe the impact of secularism on a contemporary understanding of family (e.g., decline in size, definition of what constitutes family, role of family members, bereavement, mental illness, economic issues);
- demonstrate an understanding and profound respect for the sacred gift of human procreation, the gift of children, the experience of parenting;
- describe the manner in which the sacred gift of human procreation and life itself can be protected (including a description and moral assessment of the impact of natural family planning, contraception, reproductive and genetic technologies and STDs on human life and fertility)

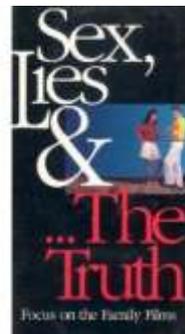
[Back to Grade 12 University Curriculum](#)

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Family Life Education – Grade 12 – College

Video: **SEX, LIES AND THE TRUTH** by Focus on The Family Films, 1993 30 Minutes



Sex, Lies and....the Truth is an entertaining and powerful video revealing the hard truths about sex in the 90's. Young viewers come face-to-face with the realities of unwanted pregnancies, STD's and AIDS. They meet kids just like themselves who gambled everything for a moment's fling – and those who lost it all to a deadly disease.

Kirk Cameron and Chelsea Noble from TV's "Growing Pains," along with professional athletes, entertainers and celebrities, communicate the life-saving message: waiting isn't a sign of weakness. They prove the real winners in life are those who practice self-control and can face the future without guilt, worry and regret realize the meaning of the intrinsic dignity of each human person, and its impact on our inherent sense of responsibility towards self and others;

The video would help achieve the following objectives of the Curriculum Policy Document
FAMILY LIFE EDUCATION

OVERALL EXPECTATIONS

- analyse Catholic teaching on marriage;
- explore ways in which the family is called to be nurturing.

SPECIFIC EXPECTATIONS

- report and discuss the various challenges to families (e.g., bereavement, family structures, mental illness, economic issues, reproductive issues);
- describe the nature of healthy families;
- explain how the family serves in moral and ethical formation

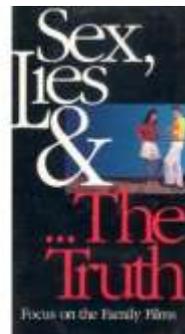
[Back to Grade 12 College Curriculum](#)

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Family Life Education – Grade 12 - Workplace

Video: **SEX, LIES AND THE TRUTH** by Focus on The Family Films, 1993 30 Minutes



Sex, Lies and....the Truth is an entertaining and powerful video revealing the hard truths about sex in the 90's. Young viewers come face-to-face with the realities of unwanted pregnancies, STD's and AIDS. They meet kids just like themselves who gambled everything for a moment's fling – and those who lost it all to a deadly disease.

Kirk Cameron and Chelsea Noble from TV's "Growing Pains," along with professional athletes, entertainers and celebrities, communicate the life-saving message: waiting isn't a sign of weakness. They prove the real winners in life are those who practice self-control and can face the future without guilt, worry and regret realize the meaning of the intrinsic dignity of each human person, and its impact on our inherent sense of responsibility towards self and others.

The video would help achieve the following objectives of the Curriculum Policy Document

FAMILY LIFE EDUCATION

OVERALL EXPECTATIONS

- identify how "the intrinsic dignity of each human person," impacts on our inherent sense of responsibility towards self and others;
- define the family as Domestic Church, that is, a foundational context for ethical and moral development;
- apply related Church teaching to values and practices that undermine the sacredness of life.

SPECIFIC EXPECTATIONS

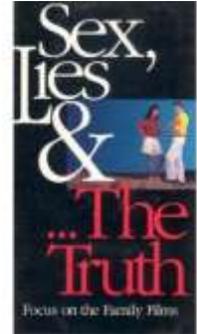
- describe ways in which the limits of human freedom can be challenging but can also offer opportunities for personal growth and fulfillment (e.g., living fully with a disability);
- examine the role of chastity in the personal integration of sexuality and in the expression of sexuality in relationships and marriage;
- describe essential components for building healthy intimate relationships (e.g., family, friendships, romantic relationships, etc.) in their lives, and examine the ways in which all relationships influence human growth;
- demonstrate a Catholic understanding of and respect for the sacred gift of human procreation, the gift of children, and the experience of parenting;
- describe the manner in which the sacred gift of human procreation and life itself can be protected and apply Church teachings to related issues (e.g., natural family planning, contraception, reproductive and genetic technologies and the impact of STIs on human life and fertility).

[Back to Grade 12 Workplace Curriculum](#)

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

FAMILY LIFE EDUCATION SEX, LIES & THE TRUTH ANSWER SHEET



- 1) What is abstinence? Saving sexual activity until marriage.
- 2) Movie Quote: The game isn't very much fun when you get hurt.
- 3) What is the difference between love and lust?

Love wants to give to the other. Lust wants to please oneself

- 4) Is the “safe sex” campaign working? Why or why not?

No. The number of teenage pregnancies is up as well as the number of sexually transmitted diseases.

- 5) Condoms fail 15% of the time in protecting against pregnancy. Sexually transmitted diseases can be caught all days of the month
- 6) What are the consequences of premarital sex?

HIV/Aids, broken heart, bad reputation, unfulfilled dreams, sexually transmitted diseases, pregnancy

- 7) Are a few moments of pleasure worth the risk of a lifetime of pain? Explain your answer

Answers will vary

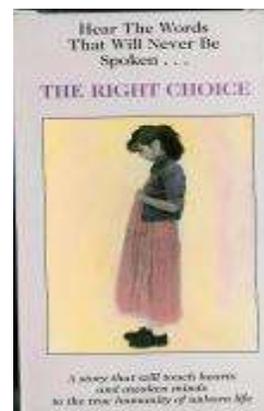
Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Family Life Education – Grade 9

Video: **THE RIGHT CHOICE** by The Knights of Columbus and ProLife Catholic Bishops Conference (U.S.) 1993 15 min.

This film tells the story of one teen's change of heart about having an abortion through a conversation with her unborn child (who is seen in the room as a shining blue ball). Only ultra sound images of babies are shown. No brutal facts or images about methods of abortion are shown. The video presents clips about a woman's regrets after having an abortion, a youth group discussion with a priest about God's forgiveness and the alternative organizations, which come to the aid of women in crisis pregnancies. The American help line and organization information should be replaced with Canadian counterparts (1 -800 665-0570) email info@pregnancy.ca. This video does not downplay the difficulties of continuing a pregnancy.



This video is most suitable for younger grades.

The video would help achieve the following objectives of the Curriculum Policy Document
FAMILY LIFE EDUCATION

OVERALL EXPECTATIONS

- discern personal values in light of Gospel values and Church teaching;
- demonstrate an understanding of the importance of personal freedom in shaping interpersonal relationships.
- analyse the role of family in society and in the Church.

SPECIFIC EXPECTATIONS

- explain how a wide range of emotions can influence personal decisions, actions, and relationships;
- evaluate emotions in the light of good or evil actions;
- recognize the importance of a healthy positive acceptance of self, with strengths and weakness;
- examine the meaning of the word 'love' in light of the Gospel meaning and its use in society;
- define chastity and understand why it is a Christian virtue;
- analyse sexual decision-making in relation to the meaning of chastity (CCC §2337-2359);
- demonstrate a respect for the human body, in light of the sacredness of human life created by God;

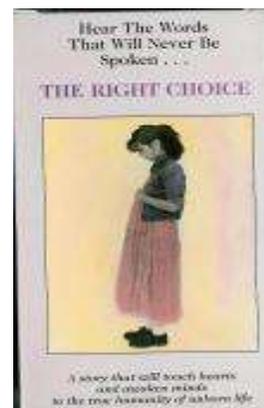
[Back to Grade 9 Curriculum](#)

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Family Life Education – Grade 10

Video: **THE RIGHT CHOICE** by The Knights of Columbus and ProLife Catholic Bishops Conference (U.S.) 1993 15 min.



This film tells the story of one teen’s change of heart about having an abortion through a conversation with her unborn child (who is seen in the room as a shining blue ball). Only ultra sound images of babies are shown. No brutal facts or images about methods of abortion are shown. The video presents clips about a woman’s regrets after having an abortion, a youth group discussion with a priest about God’s forgiveness and the alternative organizations, which come to the aid of women in crisis pregnancies. The American help line and organization information should be replaced with Canadian counterparts (1 -800 665-0570) email info@pregnancy.ca. This video does not downplay the difficulties of continuing a pregnancy.

This video is most suitable for younger grades.

The video would help achieve the following objectives of the Curriculum Policy Document
FAMILY LIFE EDUCATION

OVERALL EXPECTATIONS

By the end of this course, students will:

- demonstrate an understanding of the sacredness of the human person, body and spirit (CCC §2258-2262), from conception until natural death (CCC §2268-2283);
- recognize and explore the meaning of integrity and belonging in human life;
- examine healthy patterns of relating with a focus on friendship, intimacy, sexuality and communication.
- Understand the family life cycle.

SPECIFIC EXPECTATIONS

By the end of this course, students will:

- explore the issues of sexual attraction and sexual decision-making in the light of chastity and the consequences of pre-marital sexual activity (CCC §2337-2359);
- articulate the qualities which are essential to the building of healthy relationships, with a particular focus on the positive impact of intimacy and mutuality;
- define and discuss the importance of sexuality and sexual attraction as gifts from God;
- explore the meaning of respect for life from conception until natural death;
- describe how sexual decision-making is guided by the virtue of chastity, with a particular focus on identifying the physical, emotional, social and spiritual consequences of pre-marital sexual activity

[Back to Grade 10 Curriculum](#)

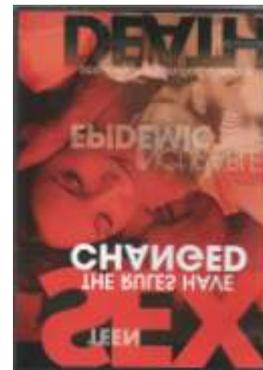
Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Family Life Education – Grade 9

Video: The Rules Have Changed, Mothers Against Sexual Exploitation, 2004; 21 Minutes

This film could save your life! Each and every day more than 8,000 teens contract a new STD. Eighty-five percent of these teens do not know they have a life-threatening disease. As a teen, parent, or friend you need to know how to deal with this rampant epidemic. *The Rules Have Changed* confronts and helps us understand the medical facts necessary to enable and equip teens to make the right and safe choices in life. This film answers hard-hitting questions: Is “safe sex” safe? Is oral sex safe? Can’t STD’s be cured with medicine? Practicing medical professionals, confronting these issues daily, pull no punches with truthful, real world answers!



The video would help achieve the following objectives of the Curriculum Policy Document
FAMILY LIFE EDUCATION

OVERALL EXPECTATIONS

By the end of this course, students will:

- explore the importance of fostering a positive, healthy self-esteem physically, intellectually, spiritually and socially;
- demonstrate an understanding of the importance of personal freedom in shaping interpersonal relationships.
- discern personal values in light of Gospel values and Church teaching.

SPECIFIC EXPECTATIONS

- explain how a wide range of emotions can influence personal decisions, actions, and relationships;
- evaluate emotions in the light of good or evil actions;
- recognize the importance of a healthy positive acceptance of self, with strengths and weakness;
- recognize and compare the signs of healthy and unhealthy relationships (e.g., bullying);
- examine the meaning of the word ‘love’ in light of the Gospel meaning and its use in society;
- define chastity and understand why it is a Christian virtue;
- analyze sexual decision-making in relation to the meaning of chastity (CCC §2337-2359);
- demonstrate a respect for the human body, in light of the sacredness of human life created by God;
- describe symptoms, treatments and prevention of major sexually-transmitted infections including HIV/AIDS, and their effect on human fertility and life.

[Back to Grade 9 Curriculum](#)

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Family Life Education – Grade 10

Video: The Rules Have Changed, Mothers Against Sexual Exploitation, 2004; 21 Minutes

This film could save your life! Each and every day more than 8,000 teens contract a new STD. Eighty-five percent of these teens do not know they have a life-threatening disease. As a teen, parent, or friend you need to know how to deal with this rampant epidemic. *The Rules Have Changed* confronts and helps us understand the medical facts necessary to enable and equip teens to make the right and safe choices in life. This film answers hard-hitting questions: Is “safe sex” safe? Is oral sex safe? Can’t STD’s be cured with medicine? Practicing medical professionals, confronting these issues daily, pull no punches with truthful, real world answers!



The video would help achieve the following objectives of the Curriculum Policy Document
FAMILY LIFE EDUCATION

OVERALL EXPECTATIONS

By the end of this course, students will:

- demonstrate an understanding of the sacredness of the human person, body and spirit (CCC §2258-2262), from conception until natural death (CCC §2268-2283);
- examine healthy patterns of relating with a focus on friendship, intimacy, sexuality and communication.
- Recognize and explore the meaning of integrity and belonging in human life

SPECIFIC EXPECTATIONS

By the end of this course, students will:

- describe stages of cognitive and affective (emotional) development throughout the human life span, with a focus on adolescence;
- describe the ways in which human growth is distorted by relationships that involve exploitative, harassing or abusive behaviours;
- explore the issues of sexual attraction and sexual decision-making in the light of chastity and the consequences of pre-marital sexual activity(CCC §2337-2359);
- explore aspects of the family life cycle (including marriage, birth, raising children, children leaving home, old age, death), as well as the impact on families of premature death, separation or divorce, and the situation of blended families;
- articulate the qualities which are essential to the building of healthy relationships, with a particular focus on the positive impact of intimacy and mutuality;
- evaluate healthy and unhealthy attitudes to the human body and physical appearance;
- define and discuss the importance of sexuality and sexual attraction as gifts from God;
- explore the meaning of respect for life from conception until natural death;
- explore the effects of HIV and its potential stages of infection;
- describe how sexual decision-making is guided by the virtue of chastity, with a particular focus on identifying the physical, emotional, social and spiritual consequences of pre-marital sexual activity;

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

- explain the moral implications and the unadvertised risk involved in the use of condoms to fight HIV infection.

[Back to Grade 10 Curriculum](#)

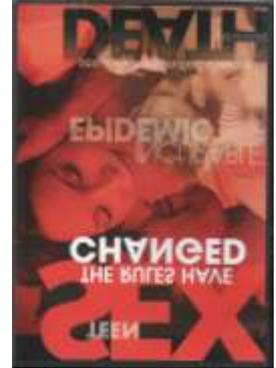
Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Family Life Education – Grade 11 – College/University

Video: The Rules Have Changed, Mothers Against Sexual Exploitation, 2004; 21 Minutes

This film could save your life! Each and every day more than 8,000 teens contract a new STD. Eighty-five percent of these teens do not know they have a life-threatening disease. As a teen, parent, or friend you need to know how to deal with this rampant epidemic. *The Rules Have Changed* confronts and helps us understand the medical facts necessary to enable and equip teens to make the right and safe choices in life. This film answers hard-hitting questions: Is “safe sex” safe? Is oral sex safe? Can’t STD’s be cured with medicine? Practicing medical professionals, confronting these issues daily, pull no punches with truthful, real world answers!



The video would help achieve the following objectives of the Curriculum Policy Document
FAMILY LIFE EDUCATION

OVERALL EXPECTATIONS

By the end of this course, students will:

- recognize that understanding and valuing the full meaning of sexuality is an ongoing life challenge guided by the virtue of chastity;
- critique the attitudes and behaviours that depersonalize human sexuality;

SPECIFIC EXPECTATIONS

By the end of this course, students will:

- critique the depersonalizing attitudes and behaviours associated with sexuality (e.g., masturbation, pornography, promiscuity, prostitution, homophobia);
- critically assess the distorting messages of contemporary culture on the development of a positive Christian anthropology

[Back to Grade 11 College University Curriculum](#)

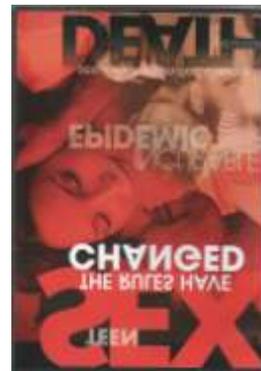
Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Family Life Education – Grade 11 - Workplace

Video: The Rules Have Changed, Mothers Against Sexual Exploitation, 2004; 21 Minutes

This film could save your life! Each and every day more than 8,000 teens contract a new STD. Eighty-five percent of these teens do not know they have a life-threatening disease. As a teen, parent, or friend you need to know how to deal with this rampant epidemic. *The Rules Have Changed* confronts and helps us understand the medical facts necessary to enable and equip teens to make the right and safe choices in life. This film answers hard-hitting questions: Is “safe sex” safe? Is oral sex safe? Can’t STD’s be cured with medicine? Practicing medical professionals, confronting these issues daily, pull no punches with truthful, real world answers!



The video would help achieve the following objectives of the Curriculum Policy Document
FAMILY LIFE EDUCATION

OVERALL EXPECTATIONS

By the end of this course, students will:

- recognize that understanding and valuing the full meaning of sexuality is an ongoing life challenge guided by the virtue of chastity;
- critique the attitudes and behaviours that depersonalize human sexuality;

SPECIFIC EXPECTATIONS

By the end of this course, students will:

- critique the depersonalizing attitudes and behaviours associated with sexuality (e.g., masturbation, pornography, promiscuity, prostitution, homophobia)

[Back to Grade 11 Workplace Curriculum](#)

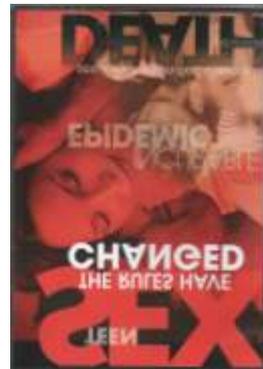
Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Family Life Education – Grade 12 - University

Video: The Rules Have Changed, Mothers Against Sexual Exploitation, 2004; 21 Minutes

This film could save your life! Each and every day more than 8,000 teens contract a new STD. Eighty-five percent of these teens do not know they have a life-threatening disease. As a teen, parent, or friend you need to know how to deal with this rampant epidemic. *The Rules Have Changed* confronts and helps us understand the medical facts necessary to enable and equip teens to make the right and safe choices in life. This film answers hard-hitting questions: Is “safe sex” safe? Is oral sex safe? Can’t STD’s be cured with medicine? Practicing medical professionals, confronting these issues daily, pull no punches with truthful, real world answers!



The video would help achieve the following objectives of the Curriculum Policy Document
FAMILY LIFE EDUCATION

OVERALL EXPECTATIONS

By the end of this course, students will:

- describe the meaning of “the intrinsic dignity of each human person,” and its impact on our inherent sense of responsibility towards self and others;
- apply related Church teaching to values and practices that promote or undermine relationships and the sacredness of life.

SPECIFIC EXPECTATIONS

By the end of this course, students will:

- identify the many facets of humans; rational, emotional, physical, social, aesthetic, moral and spiritual in nature, and discuss how this impacts on moral living;
- describe ways of forming healthy and appropriate intimate relationships as long-range preparation for marriage and parenthood;
- describe ways in which the limits of human freedom can be challenging but can also offer opportunities for personal growth and fulfillment (e.g. living with a disability, rejection)
- examine the role of chastity in the personal integration of sexuality and in the expression of sexuality in relationships and marriage;
- demonstrate an understanding and profound respect for the sacred gift of human procreation, the gift of children, the experience of parenting;
- describe the manner in which the sacred gift of human procreation and life itself can be protected (including a description and moral assessment of the impact of natural family planning, contraception, reproductive and genetic technologies and STDs on human life and fertility)

[Back to Grade 12 University Curriculum](#)

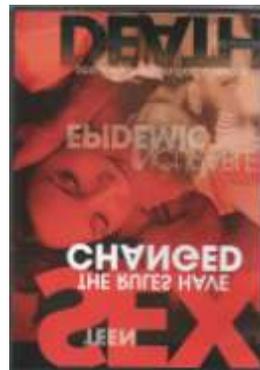
Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Family Life Education – Grade 12 - College

Video: The Rules Have Changed, Mothers Against Sexual Exploitation, 2004; 21 Minutes

This film could save your life! Each and every day more than 8,000 teens contract a new STD. Eighty-five percent of these teens do not know they have a life-threatening disease. As a teen, parent, or friend you need to know how to deal with this rampant epidemic. *The Rules Have Changed* confronts and helps us understand the medical facts necessary to enable and equip teens to make the right and safe choices in life. This film answers hard-hitting questions: Is “safe sex” safe? Is oral sex safe? Can’t STD’s be cured with medicine? Practicing medical professionals, confronting these issues daily, pull no punches with truthful, real world answers!



The video would help achieve the following objectives of the Curriculum Policy Document
FAMILY LIFE EDUCATION

OVERALL EXPECTATIONS

By the end of this course, students will:

- analyse Catholic teaching on marriage;

SPECIFIC EXPECTATIONS

By the end of this course, students will:

- report and discuss the various challenges to families (e.g., bereavement, family structures, mental illness, economic issues, reproductive issues);
- describe the nature of healthy families

[Back to Grade 12 College Curriculum](#)

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Family Life Education – Grade 12 - Workplace

Video: The Rules Have Changed, Mothers Against Sexual Exploitation, 2004; 21 Minutes

This film could save your life! Each and every day more than 8,000 teens contract a new STD. Eighty-five percent of these teens do not know they have a life-threatening disease. As a teen, parent, or friend you need to know how to deal with this rampant epidemic. *The Rules Have Changed* confronts and helps us understand the medical facts necessary to enable and equip teens to make the right and safe choices in life. This film answers hard-hitting questions: Is “safe sex” safe? Is oral sex safe? Can’t STD’s be cured with medicine? Practicing medical professionals, confronting these issues daily, pull no punches with truthful, real world answers!



The video would help achieve the following objectives of the Curriculum Policy Document
FAMILY LIFE EDUCATION

OVERALL EXPECTATIONS

By the end of this course, students will:

- identify how “the intrinsic dignity of each human person,” impacts on our inherent sense of responsibility towards self and others;
- apply related Church teaching to values and practices that undermine the sacredness of life.

SPECIFIC EXPECTATIONS

By the end of this course, students will:

- describe ways in which the limits of human freedom can be challenging but can also offer opportunities for personal growth and fulfillment (e.g., living fully with a disability);
- examine the role of chastity in the personal integration of sexuality and in the expression of sexuality in relationships and marriage;
- describe essential components for building healthy intimate relationships (e.g., family, friendships, romantic relationships, etc.) in their lives, and examine the ways in which all relationships influence human growth;
- describe the challenges that confront parents today as they seek to pass on Catholic values to their children (e.g., the influence of the media, peer pressure, contemporary value placed on church);
- reflect on the themes presented in OCCB/CCCB publications on the family (e.g., COLF Messages to Families: *Messengers of the Compassionate Love of Christ, Come Let Us Pray, In the Name of Love, Intimacy and Sexuality*);
- demonstrate a Catholic understanding of and respect for the sacred gift of human procreation, the gift of children, and the experience of parenting;

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

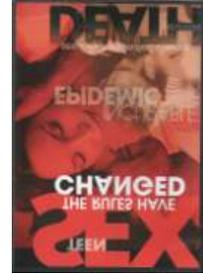
- describe the manner in which the sacred gift of human procreation and life itself can be protected and apply Church teachings to related issues (e.g., natural family planning, contraception, reproductive and genetic technologies and the impact of STIs on human life and fertility).

[Back to Grade 12 Workplace Curriculum](#)

Ontario Catholic Secondary Curriculum Policy Document for Religious Education

FAMILY LIFE EDUCATION

The Rules Have Changed – Question Sheet



- 1) When you contract herpes you have it for _____
- 2) There is an _____ of sexually transmitted diseases (STD's) in teenagers.
- 3) 85% of those who have an STD do not show any _____
- 4) What problem does that pose?

- 5) Name some of the diseases you can contract from sex with an infected partner?

- 6) Explain why practicing what is called "safe sex" is not safe.

- 7) Oral sex IS sex. Any infection that you can get from sex you can also get from _____ sex.
- 8) What is the only way to have safe sex? Postpone sexual activity until you are _____
- 9) List some of the negative emotional results from sex outside of marriage?

**Ontario Catholic Secondary
Curriculum Policy Document for Religious Education**

10) Sexual permissiveness has not led to greater _____.

11) List some of the losses of sex outside of marriage?

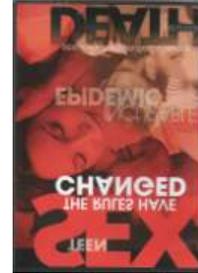
12) List some of the positive outcomes of saving sex until marriage?

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

FAMILY LIFE EDUCATION

The Rules Have Changed – ANSWER SHEET



- 1) When you contract herpes you have it for life
- 2) There is an epidemic of sexually transmitted diseases (STD's) in teenagers.
- 3) 85% of those who have an STD do not show any symptoms
- 4) What problem does that pose?
 - Infected person does not seek medical care
 - Infected person does not tell past or current partners
- 5) Name some of the diseases you can contract from sex with an infected partner?
HIV/AIDS, herpes, HPV, syphilis
- 6) Explain why practicing what is called “safe sex” is not safe.
Condoms do not provide 100% protection against sexually transmitted diseases, especially in women. Condoms do not provide 100% protection against pregnancy. Condoms do not protect against emotional pain and damage.
- 7) Oral sex IS sex. Any infection that you can get from sex you can also get from oral sex.
- 8) What is the only way to have safe sex? Postpone sexual activity until you are married.
- 9) List some of the negative emotional results from sex outside of marriage?
Sexual exploitation, depression, suicide, hopelessness
- 10) Sexual permissiveness has not led to greater pleasure.
- 11) List some of the losses of sex outside of marriage?
Loss of virginity, loss of control, loss of self esteem, loss of trust in self and in partner.
- 12) List some of the positive outcomes of saving sex until marriage?
No worry of STD's. No worry of children having STD's No worry of pregnancy. Freedom to make choose! No sexual baggage going into marriage.

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Family Life Education – Grade 9

Book: A Time to Choose Life – Ian Gentles, Editor

A Time to Choose Life is a collection of essays on women, abortion and human rights. They are written clearly and dispassionately from the pro-life perspective. Eminent scholars and doctors review the ideological issues and examine the medical implications and consequences of abortion. They also critique the legal decisions that made Canada unique in placing no restrictions on abortion. The book is divided into three sections:

- 1) Philosophy, Feminism and Politics
Essay 1 – 4: The Triumph of the Will, Freedom: Choice or Life? What’s Wrong with “Choice”? The Liberal Crisis: Feminists on Abortion
- 2) The Medical and Social Consequences of Abortion
Essay 5 – 10: The Patient Before Birth, Physical Complications of Abortion, Abortion and Bereavement, Social Service and Abortion Policy, Abortion, Law and Human Behaviour, The Human Face of a Woman’s Agony
- 3) Parliament, the Courts and the Unborn Child
Essay 11 – 15: The Unborn Child in Civil and Criminal Law, Trial by Jury: R. vs. Morgentaler, The Anatomy of Evasion: A Critique of Daigle, Justifying Destruction: Parliament and the Court.

Out of love for their country and the conviction that the little among us – the unborn – deserve protection and rights, too, these writers are announcing to all of Canada that the time has indeed come to choose life!

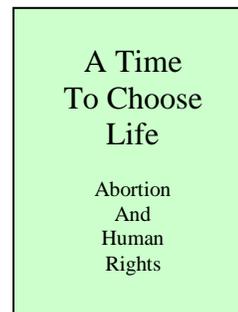
15 essays – 212 pages

The book would help achieve the following objectives of the Curriculum Policy Document
FAMILY LIFE EDUCATION

OVERALL EXPECTATIONS

By the end of this course, students will:

- explore the importance of fostering a positive, healthy self-esteem physically, intellectually, spiritually and socially;
- discern personal values in light of Gospel values and Church teaching;
- analyse the role of family in society and in the Church (CCC §2201-2233);
- demonstrate an understanding of the importance of personal freedom in shaping interpersonal relationships.



Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

SPECIFIC EXPECTATIONS

By the end of this course, students will:

- explain how a wide range of emotions can influence personal decisions, actions, and relationships;
- evaluate emotions in the light of good or evil actions;
- recognize and compare the signs of healthy and unhealthy relationships (e.g., bullying);
- define chastity and understand why it is a Christian virtue;
- analyse sexual decision-making in relation to the meaning of chastity (CCC §2337-2359);

- demonstrate a respect for the human body, in light of the sacredness of human life created by God;
- examine the meaning of the word ‘love’ in light of the Gospel meaning and its use in society;

[Back to Grade 9 Curriculum](#)

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Family Life Education – Grade 10

Book: A Time to Choose Life – Ian Gentles, Editor

A Time to Choose Life is a collection of essays on women, abortion and human rights. They are written clearly and dispassionately from the pro-life perspective. Eminent scholars and doctors review the ideological issues and examine the medical implications and consequences of abortion. They also critique the legal decisions that made Canada unique in placing no restrictions on abortion. The book is divided into three sections:

- 1) Philosophy, Feminism and Politics
Essay 1 – 4: The Triumph of the Will, Freedom: Choice or Life? What’s Wrong with “Choice”? The Liberal Crisis: Feminists on Abortion
- 2) The Medical and Social Consequences of Abortion
Essay 5 – 10: The Patient Before Birth, Physical Complications of Abortion, Abortion and Bereavement, Social Service and Abortion Policy, Abortion, Law and Human Behaviour, The Human Face of a Woman’s Agony
- 3) Parliament, the Courts and the Unborn Child
Essay 11 – 15: The Unborn Child in Civil and Criminal Law, Trial by Jury: R. vs. Morgentaler, The Anatomy of Evasion: A Critique of Daigle, Justifying Destruction: Parliament and the Court.

Out of love for their country and the conviction that the little among us – the unborn – deserve protection and rights, too, these writers are announcing to all of Canada that the time has indeed come to choose life!

15 essays – 212 pages

The book would help achieve the following objectives of the Curriculum Policy Document
FAMILY LIFE EDUCATION

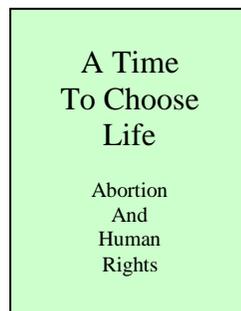
OVERALL EXPECTATIONS

By the end of this course, students will:

- demonstrate an understanding of the sacredness of the human person, body and spirit (CCC §2258-2262), from conception until natural death (CCC §2268-2283);
- recognize and explore the meaning of integrity and belonging in human life;
- describe the stages of cognitive and affective development throughout the life span;
- understand the family life cycle;
- examine healthy patterns of relating with a focus on friendship, intimacy, sexuality and communication.

SPECIFIC EXPECTATIONS

By the end of this course, students will:



Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

- describe the ways in which human growth is distorted by relationships that involve exploitative, harassing or abusive behaviours;
- explore the issues of sexual attraction and sexual decision-making in the light of chastity and the consequences of pre-marital sexual activity (CCC §2337-2359);
- explore aspects of the family life cycle (including marriage, birth, raising children, children leaving home, old age, death), as well as the impact on families of premature death, separation or divorce, and the situation of blended families;
- articulate the qualities which are essential to the building of healthy relationships, with a particular focus on the positive impact of intimacy and mutuality;
- evaluate healthy and unhealthy attitudes to the human body and physical appearance;
- define and discuss the importance of sexuality and sexual attraction as gifts from God;
- explore the meaning of respect for life from conception until natural death;
- describe how sexual decision-making is guided by the virtue of chastity, with a particular focus on identifying the physical, emotional, social and spiritual consequences of pre-marital sexual activity

[Back to Grade 10 Curriculum](#)

Ontario Catholic Secondary

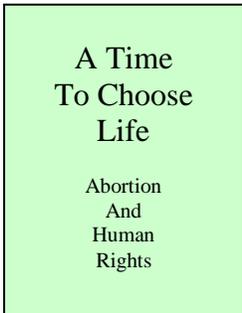
Curriculum Policy Document for Religious Education

Family Life Education – Grade 11 College/University

Book: A Time to Choose Life – Ian Gentles, Editor

A Time to Choose Life is a collection of essays on women, abortion and human rights. They are written clearly and dispassionately from the pro-life perspective. Eminent scholars and doctors review the ideological issues and examine the medical implications and consequences of abortion. They also critique the legal decisions that made Canada unique in placing no restrictions on abortion. The book is divided into three sections:

- 1) Philosophy, Feminism and Politics
Essay 1 – 4: The Triumph of the Will, Freedom: Choice or Life? What’s Wrong with “Choice”? The Liberal Crisis: Feminists on Abortion
- 2) The Medical and Social Consequences of Abortion
Essay 5 – 10: The Patient Before Birth, Physical Complications of Abortion, Abortion and Bereavement, Social Service and Abortion Policy, Abortion, Law and Human Behaviour, The Human Face of a Woman’s Agony
- 3) Parliament, the Courts and the Unborn Child
Essay 11 – 15: The Unborn Child in Civil and Criminal Law, Trial by Jury: R. vs. Morgentaler, The Anatomy of Evasion: A Critique of Daigle, Justifying Destruction: Parliament and the Court.



Out of love for their country and the conviction that the little among us – the unborn – deserve protection and rights, too, these writers are announcing to all of Canada that the time has indeed come to choose life!

15 essays – 212 pages

The book would help achieve the following objectives of the Curriculum Policy Document

FAMILY LIFE EDUCATION

OVERALL EXPECTATIONS

By the end of this course, students will:

- recognize that understanding and valuing the full meaning of sexuality is an ongoing life challenge guided by the virtue of chastity;
- critique the attitudes and behaviours that depersonalize human sexuality;
- consider gender roles within Canadian society and the world’s major religious traditions.

SPECIFIC EXPECTATIONS

By the end of this course, students will:

- describe various models of family;
- explore the differentiation between gender roles within Canadian society and the world’s major religious traditions;
- analyse the impact of the family on the individual;
- critically assess the distorting messages of contemporary culture on the development of a positive Christian anthropology

[Back to Grade 11 College University Curriculum](#)

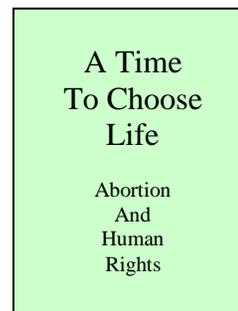
Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Family Life Education – Grade 11 Workplace

Book: A Time to Choose Life – Ian Gentles, Editor

A Time to Choose Life is a collection of essays on women, abortion and human rights. They are written clearly and dispassionately from the pro-life perspective. Eminent scholars and doctors review the ideological issues and examine the medical implications and consequences of abortion. They also critique the legal decisions that made Canada unique in placing no restrictions on abortion. The book is divided into three sections:



- 1) Philosophy, Feminism and Politics
Essay 1 – 4: The Triumph of the Will, Freedom: Choice or Life? What’s Wrong with “Choice”? The Liberal Crisis: Feminists on Abortion
- 2) The Medical and Social Consequences of Abortion
Essay 5 – 10: The Patient Before Birth, Physical Complications of Abortion, Abortion and Bereavement, Social Service and Abortion Policy, Abortion, Law and Human Behaviour, The Human Face of a Woman’s Agony
- 3) Parliament, the Courts and the Unborn Child
Essay 11 – 15: The Unborn Child in Civil and Criminal Law, Trial by Jury: R. vs. Morgentaler, The Anatomy of Evasion: A Critique of Daigle, Justifying Destruction: Parliament and the Court.

Out of love for their country and the conviction that the little among us – the unborn – deserve protection and rights, too, these writers are announcing to all of Canada that the time has indeed come to choose life!

15 essays – 212 pages

The book would help achieve the following objectives of the Curriculum Policy Document

FAMILY LIFE EDUCATION

OVERALL EXPECTATIONS

By the end of this course, students will:

- recognize that understanding and valuing the full meaning of sexuality is an ongoing life challenge guided by the virtue of chastity;
- critique the attitudes and behaviours that depersonalize human sexuality;
- consider gender roles within Canadian society and the world’s major religious traditions.

SPECIFIC EXPECTATIONS

By the end of this course, students will:

- describe various models of family;
- explore the differentiation between gender roles within Canadian society and the world’s major religious traditions;
- analyse the impact of the family on the individual

[Back to Grade 11 Workplace Curriculum](#)

Ontario Catholic Secondary

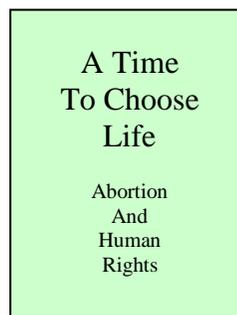
Curriculum Policy Document for Religious Education

Family Life Education – Grade 12 University

Book: A Time to Choose Life – Ian Gentles, Editor

A Time to Choose Life is a collection of essays on women, abortion and human rights. They are written clearly and dispassionately from the pro-life perspective. Eminent scholars and doctors review the ideological issues and examine the medical implications and consequences of abortion. They also critique the legal decisions that made Canada unique in placing no restrictions on abortion. The book is divided into three sections:

- 1) Philosophy, Feminism and Politics
Essay 1 – 4: The Triumph of the Will, Freedom: Choice or Life? What’s Wrong with “Choice”? The Liberal Crisis: Feminists on Abortion
- 2) The Medical and Social Consequences of Abortion
Essay 5 – 10: The Patient Before Birth, Physical Complications of Abortion, Abortion and Bereavement, Social Service and Abortion Policy, Abortion, Law and Human Behaviour, The Human Face of a Woman’s Agony
- 3) Parliament, the Courts and the Unborn Child
Essay 11 – 15: The Unborn Child in Civil and Criminal Law, Trial by Jury: R. vs. Morgentaler, The Anatomy of Evasion: A Critique of Daigle, Justifying Destruction: Parliament and the Court.



Out of love for their country and the conviction that the little among us – the unborn – deserve protection and rights, too, these writers are announcing to all of Canada that the time has indeed come to choose life!

15 essays – 212 pages

The book would help achieve the following objectives of the Curriculum Policy Document
FAMILY LIFE EDUCATION

OVERALL EXPECTATIONS

By the end of this course, students will:

- describe the meaning of “the intrinsic dignity of each human person,” and its impact on our inherent sense of responsibility towards self and others;
- define the family as a foundational context for Christian ethical and moral life;
- apply related Church teaching to values and practices that promote or undermine relationships and the sacredness of life.

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

SPECIFIC EXPECTATIONS

By the end of this course, students will:

- identify the many facets of humans; rational, emotional, physical, social, aesthetic, moral and spiritual in nature, and discuss how this impacts on moral living;
- describe ways of forming healthy and appropriate intimate relationships as long-range preparation for marriage and parenthood;
- examine the role of chastity in the personal integration of sexuality and in the expression of sexuality in relationships and marriage;
- demonstrate an understanding and profound respect for the sacred gift of human procreation, the gift of children, the experience of parenting;
- describe the impact of secularism on a contemporary understanding of family (e.g., decline in size, definition of what constitutes family, role of family members, bereavement, mental illness, economic issues);
- demonstrate an understanding and profound respect for the sacred gift of human procreation, the gift of children, and the experience of parenting;
- describe the manner in which the sacred gift of human procreation and life itself can be protected (including a description and moral assessment of the impact of natural family planning, contraception, reproductive and genetic technologies and STIs on human life and fertility);
- research and apply the Church's teaching on the sacredness of human life from conception to natural death to issues such as euthanasia, stem cell research, the impact of STIs, contraception including natural family planning, genetic and reproductive technology, and assisted suicide.

[Back to Grade 12 University Curriculum](#)

Ontario Catholic Secondary

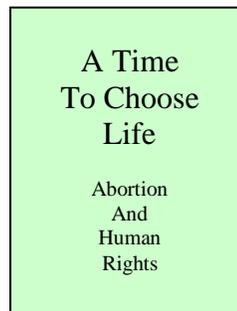
Curriculum Policy Document for Religious Education

Family Life Education – Grade 12 College

Book: A Time to Choose Life – Ian Gentles, Editor

A Time to Choose Life is a collection of essays on women, abortion and human rights. They are written clearly and dispassionately from the pro-life perspective. Eminent scholars and doctors review the ideological issues and examine the medical implications and consequences of abortion. They also critique the legal decisions that made Canada unique in placing no restrictions on abortion. The book is divided into three sections:

- 1) Philosophy, Feminism and Politics
Essay 1 – 4: The Triumph of the Will, Freedom: Choice or Life? What’s Wrong with “Choice”? The Liberal Crisis: Feminists on Abortion
- 2) The Medical and Social Consequences of Abortion
Essay 5 – 10: The Patient Before Birth, Physical Complications of Abortion, Abortion and Bereavement, Social Service and Abortion Policy, Abortion, Law and Human Behaviour, The Human Face of a Woman’s Agony
- 3) Parliament, the Courts and the Unborn Child
Essay 11 – 15: The Unborn Child in Civil and Criminal Law, Trial by Jury: R. vs. Morgentaler, The Anatomy of Evasion: A Critique of Daigle, Justifying Destruction: Parliament and the Court.



Out of love for their country and the conviction that the little among us – the unborn – deserve protection and rights, too, these writers are announcing to all of Canada that the time has indeed come to choose life!

15 essays – 212 pages

The book would help achieve the following objectives of the Curriculum Policy Document
FAMILY LIFE EDUCATION

OVERALL EXPECTATIONS

By the end of this course, students will

- explore ways in which the family is called to be nurturing.

SPECIFIC EXPECTATIONS

By the end of this course, students will:

- report and discuss the various challenges to families (e.g., bereavement, family structures, mental illness, economic issues, reproductive issues)

[Back to Grade 12 College Curriculum](#)

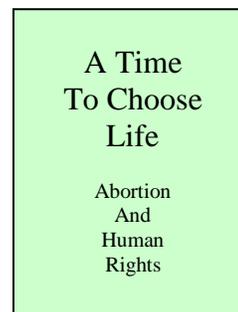
Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Family Life Education – Grade 12 Workplace

Book: A Time to Choose Life – Ian Gentles, Editor

A Time to Choose Life is a collection of essays on women, abortion and human rights. They are written clearly and dispassionately from the pro-life perspective. Eminent scholars and doctors review the ideological issues and examine the medical implications and consequences of abortion. They also critique the legal decisions that made Canada unique in placing no restrictions on abortion. The book is divided into three sections:



- 1) Philosophy, Feminism and Politics
Essay 1 – 4: The Triumph of the Will, Freedom: Choice or Life? What’s Wrong with “Choice”? The Liberal Crisis: Feminists on Abortion
- 2) The Medical and Social Consequences of Abortion
Essay 5 – 10: The Patient Before Birth, Physical Complications of Abortion, Abortion and Bereavement, Social Service and Abortion Policy, Abortion, Law and Human Behaviour, The Human Face of a Woman’s Agony
- 3) Parliament, the Courts and the Unborn Child
Essay 11 – 15: The Unborn Child in Civil and Criminal Law, Trial by Jury: R. vs. Morgentaler, The Anatomy of Evasion: A Critique of Daigle, Justifying Destruction: Parliament and the Court.

Out of love for their country and the conviction that the little among us – the unborn – deserve protection and rights, too, these writers are announcing to all of Canada that the time has indeed come to choose life!

15 essays – 212 pages

The book would help achieve the following objectives of the Curriculum Policy Document
FAMILY LIFE EDUCATION

OVERALL EXPECTATIONS

By the end of this course, students will

- identify how “the intrinsic dignity of each human person,” impacts on our inherent sense of responsibility towards self and others;
- apply related Church teaching to values and practices that undermine the sacredness of life.

SPECIFIC EXPECTATIONS

By the end of this course, students will:

- describe ways in which the limits of human freedom can be challenging but can also offer opportunities for personal growth and fulfillment (e.g., living fully with a disability);
- demonstrate a Catholic understanding of and respect for the sacred gift of human procreation, the gift of children, and the experience of parenting;

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

- describe the manner in which the sacred gift of human procreation and life itself can be protected and apply Church teachings to related issues (e.g., natural family planning, contraception, reproductive and genetic technologies and the impact of STIs on human life and fertility).
- examine the role of chastity in the personal integration of sexuality and in the expression of sexuality in relationships and marriage

[Back to Grade 12 Workplace Curriculum](#)

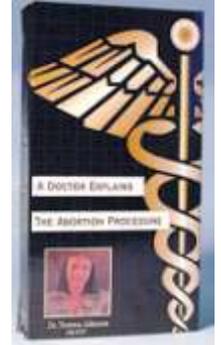
Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Family Life Education – Grade 9

Video: A Doctor Explains the Abortion Procedure: American Portrait, 2002 15 minutes

Dr. Noreen Johnson explains in simple to understand terms, the abortion procedure. As a pregnancy advances, different life termination options are available to the woman and her doctor. Each of these options is discussed with the associated risks. Ultrasound pictures and computer animation help to answer your questions. The terms fetus, products of conception, placenta, uterus, etc, are fully explained.



The video would help achieve the following objectives of the Curriculum Policy Document
FAMILY LIFE EDUCATION

OVERALL EXPECTATIONS

By the end of this course, students will

- explore the importance of fostering a positive, healthy self-esteem physically, intellectually, spiritually and socially;
- demonstrate an understanding of the importance of personal freedom in shaping interpersonal relationships.

SPECIFIC EXPECTATIONS

By the end of this course, students will:

- define chastity and understand why it is a Christian virtue;
- analyse sexual decision-making in relation to the meaning of chastity (CCC §2337-2359);
- demonstrate a respect for the human body, in light of the sacredness of human life created by God;

[Back to Grade 9 Curriculum](#)

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Family Life Education – Grade 10

Video: A Doctor Explains the Abortion Procedure: American Portrait, 2002 15 minutes



Dr. Noreen Johnson explains in simple to understand terms, the abortion procedure. As a pregnancy advances, different life termination options are available to the woman and her doctor. Each of these options is discussed with the associated risks. Ultrasound pictures and computer animation help to answer your questions. The terms fetus, products of conception, placenta, uterus, etc, are fully explained.

The video would help achieve the following objectives of the Curriculum Policy Document
FAMILY LIFE EDUCATION

OVERALL EXPECTATIONS

By the end of this course, students will:

- demonstrate an understanding of the sacredness of the human person, body and spirit (CCC §2258-2262), from conception until natural death (CCC §2268-2283);
- describe the stages of cognitive and affective development throughout the life span;

SPECIFIC EXPECTATIONS

By the end of this course, students will:

- explore the issues of sexual attraction and sexual decision-making in the light of chastity and the consequences of pre-marital sexual activity (CCC §2337-2359);
- explore aspects of the family life cycle (including marriage, birth, raising children, children leaving home, old age, death), as well as the impact on families of premature death, separation or divorce, and the situation of blended families;
- explore the meaning of respect for life from conception until natural death;
- describe how sexual decision-making is guided by the virtue of chastity, with a particular focus on identifying the physical, emotional, social and spiritual consequences of pre-marital sexual activity

[Back to Grade 10 Curriculum](#)

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Family Life Education – Grade 12 - University

Video: A Doctor Explains the Abortion Procedure: American Portrait, 2002 15 minutes

Dr. Noreen Johnson explains in simple to understand terms, the abortion procedure. As a pregnancy advances, different life termination options are available to the woman and her doctor. Each of these options is discussed with the associated risks. Ultrasound pictures and computer animation help to answer your questions. The terms fetus, products of conception, placenta, uterus, etc, are fully explained.



The video would help achieve the following objectives of the Curriculum Policy Document

FAMILY LIFE EDUCATION

OVERALL EXPECTATIONS

By the end of this course, students will:

- describe the meaning of “the intrinsic dignity of each human person,” and its impact on our inherent sense of responsibility towards self and others;
- apply related Church teaching to values and practices that promote or undermine relationships and the sacredness of life.

SPECIFIC EXPECTATIONS

By the end of this course, students will:

- identify the many facets of humans; rational, emotional, physical, social, aesthetic, moral and spiritual in nature, and discuss how this impacts on moral living;
- examine the role of chastity in the personal integration of sexuality and in the expression of sexuality in relationships and marriage;
- demonstrate an understanding and profound respect for the sacred gift of human procreation, the gift of children, the experience of parenting;
- describe the manner in which the sacred gift of human procreation and life itself can be protected (including a description and moral assessment of the impact of natural family planning, contraception, reproductive and genetic technologies and STDs on human life and fertility)

[Back to Grade 12 University Curriculum](#)

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Family Life Education – Grade 12 – College

Video: A Doctor Explains the Abortion Procedure: American Portrait, 2002 15 minutes

Dr. Noreen Johnson explains in simple to understand terms, the abortion procedure. As a pregnancy advances, different life termination options are available to the woman and her doctor. Each of these options is discussed with the associated risks. Ultrasound pictures and computer animation help to answer your questions. The terms fetus, products of conception, placenta, uterus, etc, are fully explained.

The video would help achieve the following objectives of the Curriculum Policy Document

FAMILY LIFE EDUCATION

OVERALL EXPECTATIONS

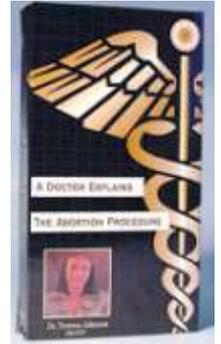
By the end of this course, students will:

- explore ways in which the family is called to be nurturing.

SPECIFIC EXPECTATIONS

By the end of this course, students will:

- report and discuss the various challenges to families (e.g., bereavement, family structures, mental illness, economic issues, reproductive issues)



[Back to Grade 12 College Curriculum](#)

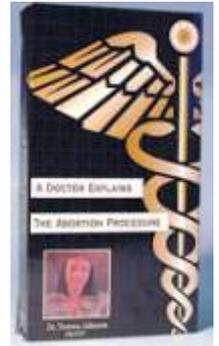
Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Family Life Education – Grade 12 - Workplace

Video: A Doctor Explains the Abortion Procedure: American Portrait, 2002 15 minutes

Dr. Noreen Johnson explains in simple to understand terms, the abortion procedure. As a pregnancy advances, different life termination options are available to the woman and her doctor. Each of these options is discussed with the associated risks. Ultrasound pictures and computer animation help to answer your questions. The terms fetus, products of conception, placenta, uterus, etc, are fully explained.



The video would help achieve the following objectives of the Curriculum Policy Document

FAMILY LIFE EDUCATION

OVERALL EXPECTATIONS

By the end of this course, students will:

- identify how “the intrinsic dignity of each human person,” impacts on our inherent sense of responsibility towards self and others;
- apply related Church teaching to values and practices that undermine the sacredness of life.

SPECIFIC EXPECTATIONS

By the end of this course, students will:

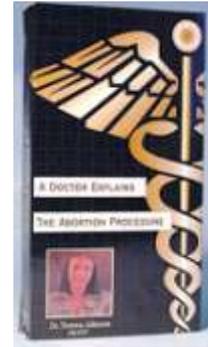
- examine the role of chastity in the personal integration of sexuality and in the expression of sexuality in relationships and marriage;
- demonstrate a Catholic understanding of and respect for the sacred gift of human procreation, the gift of children, and the experience of parenting;
- describe the manner in which the sacred gift of human procreation and life itself can be protected and apply Church teachings to related issues (e.g., natural family planning, contraception, reproductive and genetic technologies and the impact of STDs on human life and fertility).

[Back to Grade 12 Workplace Curriculum](#)

Ontario Catholic Secondary Curriculum Policy Document for Religious Education

FAMILY LIFE EDUCATION

A Doctor Explains the Abortion Procedure – Question Sheet



1) Name the 4 products of conception

2) The opening at the base of the _____ is called the _____

3) Abortion is a _____ procedure.

4) At 9 weeks the fetus' muscle and bones are developing and the _____ is pumping blood.

5) In the first trimester the _____ method is used to extract the fetus.

6) What are the 5 risks and complications?

7) Another method of abortion used is _____ method,
also called the D & C method.

8) The risks of the D & C method include:

Ontario Catholic Secondary
Curriculum Policy Document for Religious Education

9) In the second and third trimester the _____ and _____ method can be used. It is also called the D & E method. In this method laminaria are inserted into the woman's cervix and sterile liquid is inserted to swell the laminaria and dilate the cervix. As many as _____ to 100 are inserted. Forceps are used to extract the limbs, spine and skull of the fetus and then _____ is used to remove the remaining tissue.

10) The risks include:

11) What abortion method describes a salt solution that is inserted into the amniotic fluid surrounding the fetus? _____

12) Pitocin is given to the patient which causes labour. The woman delivers a dead fetus within _____ to _____ hours.

13) In a Prostaglandin Abortion, prostaglandin is injected into the amniotic sac and strong contractions begin. The complications include the risk of _____ .

14) Describe the D & X method of abortion:

15) What are the risks?

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

FAMILY LIFE EDUCATION

A Doctor Explains the Abortion Procedure – ANSWER SHEET



- 1) What are the 4 products of conception
Placenta, amniotic sac, amniotic fluid, umbilical cord.
- 2) The opening at the base of the uterus is called the cervix
- 3) Abortion is a surgical procedure.
- 4) At 9 weeks the fetus' muscle and bones are developing and the heart is pumping blood.
- 5) In the first trimester the vacuum suction method is used to extract the fetus.
- 6) What are the 5 risks and complications?
 - 1) perforation of the uterus
 - 2) infection
 - 3) excessive blood loss
 - 4) infertility
 - 5) recurrent miscarriage
- 7) Another method of abortion used is Dilatation and Curettage method, also called the D & C method.
- 8) The risks of the D & C method include:
 - 1) bleeding
 - 2) perforation of the uterus
 - 3) infection
- 9) In the second and third trimester the Dilatation and Evacuation method can be used. It is also called the D & E method. In this method laminaria are inserted into the woman's cervix and sterile liquid is inserted to swell the laminaria and dilate the cervix. As many as 50 to 100 are inserted. Forceps are used to extract the limbs, spine and skull of the fetus and then suction is used to remove the remaining tissue.
- 10) The risks include:
 - a. bleeding
 - b. perforation of the uterus
 - c. infection
- 11) What abortion method describes a salt solution that is inserted into the amniotic fluid surrounding the fetus? Saline Injection Method
- 12) Pitocin is given to the patient which causes labour. The woman delivers a dead fetus within 24 to 48 hours.
- 13) In a Prostaglandin Abortion, prostaglandin is injected into the amniotic sac and strong contractions begin. The complications include the risk of live births.
- 14) Describe the D & X method of abortion:
Dilatation of the cervix over 2 days. On the third day forceps are used to partially deliver the fetus, legs first. An incision is made into the back of the fetus to remove the organs. The doctor suctions out the brains of the fetus and it easily passes out of the uterus.
- 15) What are the risks?
 - a. excessive bleeding

Ontario Catholic Secondary
Curriculum Policy Document for Religious Education

- b. infection
- c. psychosocial effects

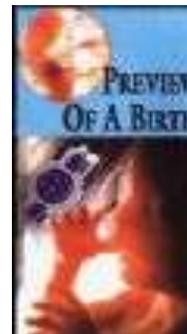
Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Family Life Education – Grade 9

Video: “Preview of a Birth” Human Development Resource Council, 1991

Running Time: 15 minutes



Discover the amazing world of life within the womb! Explore the wonders and hidden mysteries of fetal development in this medically accurate “preview” of a birth. This fascinating video chronicles the journey from conception of birth, with an astounding full-colour view of life within the womb. The audience discovers the facts of life before birth, as the video details each intricate stage of prenatal life: from fertilization, to zygote, to embryo, to fetus. Each stage is beautifully explored with incredible in utero photography, live film and ultrasound images.

This presentation creates a dynamic learning experience for any audience. It makes a wonderful resource, for classroom use in a human development, sex education or health curriculum. *Preview of a Birth* is also excellent for new parent or childbirth education, as well as for any presentation teaching about fetal development.

The video would help achieve the following objectives of the Curriculum Policy Document
FAMILY LIFE EDUCATION

OVERALL EXPECTATIONS

By the end of this course, students will:

- discern personal values in light of Gospel values and Church teaching.

SPECIFIC EXPECTATIONS

By the end of this course, students will:

- demonstrate a respect for the human body, in light of the sacredness of human life created by God;

[Back to Grade 9 Curriculum](#)

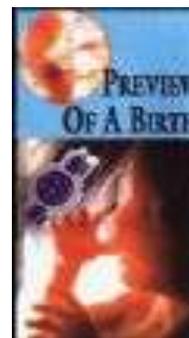
Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Family Life Education – Grade 10

Video: “Preview of a Birth” Human Development Resource Council, 1991 Running Time: 15 minutes

Discover the amazing world of life within the womb! Explore the wonders and hidden mysteries of fetal development in this medically accurate “preview” of a birth. This fascinating video chronicles the journey from conception of birth, with an astounding full-colour view of life within the womb. The audience discovers the facts of life before birth, as the video details each intricate stage of prenatal life: from fertilization, to zygote, to embryo, to fetus. Each stage is beautifully explored with incredible in utero photography, live film and ultrasound images.



This presentation creates a dynamic learning experience for any audience. It makes a wonderful resource, for classroom use in a human development, sex education or health curriculum. *Preview of a Birth* is also excellent for new parent or childbirth education, as well as for any presentation teaching about fetal development.

The video would help achieve the following objectives of the Curriculum Policy Document
FAMILY LIFE EDUCATION

OVERALL EXPECTATIONS

By the end of this course, students will:

- demonstrate an understanding of the sacredness of the human person, body and spirit (CCC §2258-2262), from conception until natural death (CCC §2268-2283);
- describe the stages of cognitive and affective development throughout the life span;
- understand the family life cycle;

SPECIFIC EXPECTATIONS

By the end of this course, students will:

- explore the meaning of respect for life from conception until natural death;

[Back to Grade 10 Curriculum](#)

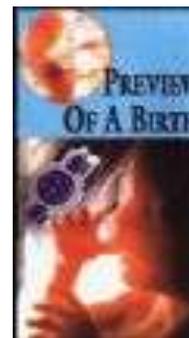
Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Family Life Education – Grade 12 University

Video: “Preview of a Birth” Human Development Resource Council, 1991
Running Time: 15 minutes

Discover the amazing world of life within the womb! Explore the wonders and hidden mysteries of fetal development in this medically accurate “preview” of a birth. This fascinating video chronicles the journey from conception of birth, with an astounding full-colour view of life within the womb. The audience discovers the facts of life before birth, as the video details each intricate stage of prenatal life: from fertilization, to zygote, to embryo, to fetus. Each stage is beautifully explored with incredible in utero photography, live film and ultrasound images.



This presentation creates a dynamic learning experience for any audience. It makes a wonderful resource, for classroom use in a human development, sex education or health curriculum. *Preview of a Birth* is also excellent for new parent or childbirth education, as well as for any presentation teaching about fetal development.

The video would help achieve the following objectives of the Curriculum Policy Document
FAMILY LIFE EDUCATION

OVERALL EXPECTATIONS

By the end of this course, students will:

- describe the meaning of “the intrinsic dignity of each human person,” and its impact on our inherent sense of responsibility towards self and others;
- apply related Church teaching to values and practices that promote or undermine relationships and the sacredness of life.

SPECIFIC EXPECTATIONS

By the end of this course, students will:

- identify the many facets of humans; rational, emotional, physical, social, aesthetic, moral and spiritual in nature, and discuss how this impacts on moral living;
- demonstrate an understanding and profound respect for the sacred gift of human procreation, the gift of children, the experience of parenting;
- describe the manner in which the sacred gift of human procreation and life itself can be protected (including a description and moral assessment of the impact of natural family planning, contraception, reproductive and genetic technologies and STIs on human life and fertility)

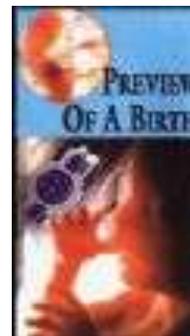
[Back to Grade 12 University Curriculum](#)

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Family Life Education – Grade 12 Workplace

Video: “Preview of a Birth” Human Development Resource Council, 1991
Running Time: 15 minutes



Discover the amazing world of life within the womb! Explore the wonders and hidden mysteries of fetal development in this medically accurate “preview” of a birth. This fascinating video chronicles the journey from conception of birth, with an astounding full-colour view of life within the womb. The audience discovers the facts of life before birth, as the video details each intricate stage of prenatal life: from fertilization, to zygote, to embryo, to fetus. Each stage is beautifully explored with incredible in utero photography, live film and ultrasound images.

This presentation creates a dynamic learning experience for any audience. It makes a wonderful resource, for classroom use in a human development, sex education or health curriculum. *Preview of a Birth* is also excellent for new parent or childbirth education, as well as for any presentation teaching about fetal development.

The video would help achieve the following objectives of the Curriculum Policy Document
FAMILY LIFE EDUCATION

OVERALL EXPECTATIONS

By the end of this course, students will:

- identify how “the intrinsic dignity of each human person,” impacts on our inherent sense of responsibility towards self and others;
- apply related Church teaching to values and practices that undermine the sacredness of life.

SPECIFIC EXPECTATIONS

By the end of this course, students will:

- demonstrate a Catholic understanding of and respect for the sacred gift of human procreation, the gift of children, and the experience of parenting;
- describe the manner in which the sacred gift of human procreation and life itself can be protected and apply Church teachings to related issues (e.g., natural family planning, contraception, reproductive and genetic technologies and the impact of STIs on human life and fertility).

[Back to Grade 12 Workplace Curriculum](#)

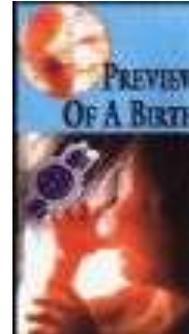
Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Family Life Education

Preview of a Birth Question Sheet

- 1) A male _____ and a female _____ unite to form a new human life.
- 2) The male and the female each contribute _____ chromosomes which contain DNA that determines all the characteristics of a new human being.
- 3) The egg allows only one sperm to enter. True or False
- 4) After 4 ½ days it fertilized egg is now called a _____.
- 5) Seven to twelve days after conception the egg implants in the _____.
- 6) It is now called an _____.
- 7) After three weeks the heart starts _____.
- 8) After eight weeks the baby is called a _____, which means young one.
- 9) At ten weeks the baby has finger _____ and bone is forming.
- 10) At sixteen weeks the four _____ of the heart are visible.

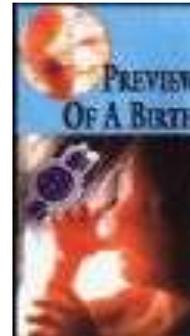


Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Family Life Education
Preview of a Birth Answer Sheet

- 1) sperm, egg
- 2) 23
- 3) T
- 4) Zygote
- 5) Uterus
- 6) Embryo
- 7) Beating
- 8) Fetus
- 9) Prints
- 10) Chambers



Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Family Life Education – Grade 9

DVD: Eggsploration, The Center for Bioethics and Culture Network (CBCN), 2010; 30 Minutes



Eggsploration, reveals shocking secrets of the infertility industry. The documentary exposes the "deceptive advertising, large monetary incentives and appeals to altruism" that are used by the infertility industry to entice college women to engage in human egg donation, a practice that the CBCN claims exploits them and puts them at "considerable" health risk. Eggsploration spotlights three women who went through the egg donation process - including high doses of fertility drugs and egg retrieval surgery. The young women's stories, according to CBCN, are a "wake-up call" for those who are unaware of the complications that can result from the "highly unregulated, multi-billion-dollar" infertility industry. All three of the women in the documentary nearly died from the "complications associated with their egg donation." One suffered a stroke that left her brain damaged; another developed breast cancer, and the other developed ongoing health problems associated with ovarian hyper-stimulation.

The DVD would help achieve the following objectives of the Curriculum Policy Document

FAMILY LIFE EDUCATION

OVERALL EXPECTATIONS

By the end of this course, students will:

- Explore the importance of fostering a positive, healthy self-esteem physically, intellectually, spiritually and socially;
- Discern personal values in light of Gospel values and Church teaching;
- Demonstrate an understanding of the importance of personal freedom in shaping interpersonal relationships;

SPECIFIC EXPECTATIONS

- Explain how a wide range of emotions can influence personal decisions , actions and relationships;
- Evaluate emotions in the light of good or evil actions;
- Recognize the importance of a healthy positive acceptance of self with strengths and weaknesses;
- Recognize and compare the signs of healthy and unhealthy relationships (e.g., bullying);
- Examine the meaning of the word 'love' in light of the Gospel meaning and its use in society;
- Demonstrate a respect for the human body, in light of the sacredness of human life created by God

[Back to Grade 9 Curriculum](#)

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Family Life Education – Grade 10

DVD: Eggsplotation, The Center for Bioethics and Culture Network (CBCN), 2010; 30 Minutes



Eggsplotation, reveals shocking secrets of the infertility industry. The documentary exposes the "deceptive advertising, large monetary incentives and appeals to altruism" that are used by the infertility industry to entice college women to engage in human egg donation, a practice that the CBCN claims exploits them and puts them at "considerable" health risk. Eggsplotation spotlights three women who went through the egg donation process - including high doses of fertility drugs and egg retrieval surgery. The young women's stories, according to CBCN, are a "wake-up call" for those who are unaware of the complications that can result from the "highly unregulated, multi-billion-dollar" infertility industry. All three of the women in the documentary nearly died from the "complications associated with their egg donation." One suffered a stroke that left her brain damaged; another developed breast cancer, and the other developed ongoing health problems associated with ovarian hyper-stimulation.

The DVD would help achieve the following objectives of the Curriculum Policy Document

FAMILY LIFE EDUCATION

OVERALL EXPECTATIONS

By the end of this course, students will:

- demonstrate an understanding of the sacredness of the human person, body and spirit (CCC §2258-2262), from conception until natural death (CCC §2268-2283);
- recognize and explore the meaning of integrity and belonging in human life;
- examine healthy patterns of relating with a focus on friendship, intimacy, sexuality and communication.

SPECIFIC EXPECTATIONS

- describe the ways in which human growth is distorted by relationships that involve exploitative, harassing or abusive behaviours;
- explore aspects of the family life cycle (including marriage, birth, raising children, children leaving home, old age, death), as well as the impact on families of premature death, separation or divorce, and the situation of blended families;
- articulate the qualities which are essential to the building of healthy relationships, with a particular focus on the positive impact of intimacy and mutuality;
- evaluate healthy and unhealthy attitudes to the human body and physical appearance;
- explore the meaning of respect for life from conception until natural death

[Back to Grade 10 Curriculum](#)

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Family Life Education – Grade 11 University/College

DVD: Eggsplotation, The Center for Bioethics and Culture Network (CBCN), 2010; 30 Minutes



Eggsplotation, reveals shocking secrets of the infertility industry. The documentary exposes the "deceptive advertising, large monetary incentives and appeals to altruism" that are used by the infertility industry to entice college women to engage in human egg donation, a practice that the CBCN claims exploits them and puts them at "considerable" health risk. Eggsplotation spotlights three women who went through the egg donation process - including high doses of fertility drugs and egg retrieval surgery. The young women's stories, according to CBCN, are a "wake-up call" for those who are unaware of the complications that can result from the "highly unregulated, multi-billion-dollar" infertility industry. All three of the women in the documentary nearly died from the "complications associated with their egg donation." One suffered a stroke that left her brain damaged; another developed breast cancer, and the other developed ongoing health problems associated with ovarian hyper-stimulation.

The DVD would help achieve the following objectives of the Curriculum Policy Document
FAMILY LIFE EDUCATION

OVERALL EXPECTATIONS

By the end of this course, students will:

- critique the attitudes and behaviours that depersonalize human sexuality;
- consider gender roles within Canadian society and the world's major religious traditions.

SPECIFIC EXPECTATIONS

- critique the depersonalizing attitudes and behaviours associated with sexuality (e.g., masturbation, pornography, promiscuity, prostitution, homophobia);
- critically assess the distorting messages of contemporary culture on the development of a positive Christian anthropology

[Back to Grade 11 College University Curriculum](#)

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Family Life Education – Grade 11 Workplace

DVD: Eggsplotation, The Center for Bioethics and Culture Network (CBCN), 2010; 30 Minutes



Eggsplotation, reveals shocking secrets of the infertility industry. The documentary exposes the "deceptive advertising, large monetary incentives and appeals to altruism" that are used by the infertility industry to entice college women to engage in human egg donation, a practice that the CBCN claims exploits them and puts them at "considerable" health risk. Eggsplotation spotlights three women who went through the egg donation process - including high doses of fertility drugs and egg retrieval surgery. The young women's stories, according to CBCN, are a "wake-up call" for those who are unaware of the complications that can result from the "highly unregulated, multi-billion-dollar" infertility industry. All three of the women in the documentary nearly died from the "complications associated with their egg donation." One suffered a stroke that left her brain damaged; another developed breast cancer, and the other developed ongoing health problems associated with ovarian hyper-stimulation.

The DVD would help achieve the following objectives of the Curriculum Policy Document
FAMILY LIFE EDUCATION

OVERALL EXPECTATIONS

By the end of this course, students will:

- critique the attitudes and behaviours that depersonalize human sexuality;
- consider gender roles within Canadian society and the world's major religious traditions.

SPECIFIC EXPECTATIONS

- critique the depersonalizing attitudes and behaviours associated with sexuality (e.g., masturbation, pornography, promiscuity, prostitution, homophobia)

[Back to Grade 11 Workplace Curriculum](#)

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Family Life Education – Grade 12 University

DVD: Eggsplottation, The Center for Bioethics and Culture Network (CBCN), 2010; 30 Minutes



Eggsplottation, reveals shocking secrets of the infertility industry. The documentary exposes the "deceptive advertising, large monetary incentives and appeals to altruism" that are used by the infertility industry to entice college women to engage in human egg donation, a practice that the CBCN claims exploits them and puts them at "considerable" health risk. Eggsplottation spotlights three women who went through the egg donation process - including high doses of fertility drugs and egg retrieval surgery. The young women's stories, according to CBCN, are a "wake-up call" for those who are unaware of the complications that can result from the "highly unregulated, multi-billion-dollar" infertility industry. All three of the women in the documentary nearly died from the "complications associated with their egg donation." One suffered a stroke that left her brain damaged; another developed breast cancer, and the other developed ongoing health problems associated with ovarian hyper-stimulation.

The DVD would help achieve the following objectives of the Curriculum Policy Document

FAMILY LIFE EDUCATION

OVERALL EXPECTATIONS

By the end of this course, students will:

- describe the meaning of "the intrinsic dignity of each human person," and its impact on our inherent sense of responsibility towards self and others;
- define the family as a foundational context for Christian ethical and moral life;
- apply related Church teaching to values and practices that promote or undermine relationships and the sacredness of life.

SPECIFIC EXPECTATIONS

By the end of this course, students will:

- identify the many facets of humans; rational, emotional, physical, social, aesthetic, moral and spiritual in nature, and discuss how this impacts on moral living;
- demonstrate an understanding and profound respect for the sacred gift of human procreation, the gift of children, the experience of parenting;
- describe the impact of secularism on a contemporary understanding of family (e.g., decline in size, definition of what constitutes family, role of family members, bereavement, mental illness, economic issues);

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

- describe the manner in which the sacred gift of human procreation and life itself can be protected (including a description and moral assessment of the impact of natural family planning, contraception, reproductive and genetic technologies and STIs on human life and fertility);
- research and apply the Church's teaching on the sacredness of human life from conception to natural death to issues such as euthanasia, stem cell research, the impact of STIs, contraception including natural family planning, genetic and reproductive technology, and assisted suicide.

[Back to Grade 12 University Curriculum](#)

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Family Life Education – Grade 12 College

DVD: Eggsplotation, The Center for Bioethics and Culture Network (CBCN), 2010; 30 Minutes



Eggsplotation, reveals shocking secrets of the infertility industry. The documentary exposes the "deceptive advertising, large monetary incentives and appeals to altruism" that are used by the infertility industry to entice college women to engage in human egg donation, a practice that the CBCN claims exploits them and puts them at "considerable" health risk. Eggsplotation spotlights three women who went through the egg donation process - including high doses of fertility drugs and egg retrieval surgery. The young women's stories, according to CBCN, are a "wake-up call" for those who are unaware of the complications that can result from the "highly unregulated, multi-billion-dollar" infertility industry. All three of the women in the documentary nearly died from the "complications associated with their egg donation." One suffered a stroke that left her brain damaged; another developed breast cancer, and the other developed ongoing health problems associated with ovarian hyper-stimulation.

The DVD would help achieve the following objectives of the Curriculum Policy Document
FAMILY LIFE EDUCATION

OVERALL EXPECTATIONS

By the end of this course, students will:

- analyse Catholic teaching on marriage;

SPECIFIC EXPECTATIONS

- report and discuss the various challenges to families (e.g., bereavement, family structures, mental illness, economic issues, reproductive issues);
- express the Catholic teaching on healthy sexuality.

[Back to Grade 12 College Curriculum](#)

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Family Life Education – Grade 12 Workplace

DVD: Eggsploration, The Center for Bioethics and Culture Network (CBCN), 2010; 30 Minutes

Eggsploration, reveals shocking secrets of the infertility industry. The documentary exposes the "deceptive advertising, large monetary incentives and appeals to altruism" that are used by the infertility industry to entice college women to engage in human egg



donation, a practice that the CBCN claims exploits them and puts them at "considerable" health risk. Eggsploration spotlights three women who went through the egg donation process -- including high doses of fertility drugs and egg retrieval surgery. The young women's stories, according to CBCN, are a "wake-up call" for those who are unaware of the complications that can result from the "highly unregulated, multi-billion-dollar" infertility industry. All three of the women in the documentary nearly died from the "complications associated with their egg donation." One suffered a stroke that left her brain damaged; another developed breast cancer, and the other developed ongoing health problems associated with ovarian hyper-stimulation.

The DVD would help achieve the following objectives of the Curriculum Policy Document
FAMILY LIFE EDUCATION

OVERALL EXPECTATIONS

By the end of this course, students will:

- identify how "the intrinsic dignity of each human person," impacts on our inherent sense of responsibility towards self and others;
- define the family as Domestic Church, that is, a foundational context for ethical and moral development;
- apply related Church teaching to values and practices that undermine the sacredness of life.

SPECIFIC EXPECTATIONS

- describe ways in which the limits of human freedom can be challenging but can also offer opportunities for personal growth and fulfillment (e.g., living fully with a disability);
- demonstrate a Catholic understanding of and respect for the sacred gift of human procreation, the gift of children, and the experience of parenting;
- describe the manner in which the sacred gift of human procreation and life itself can be protected and apply Church teachings to related issues (e.g., natural family planning, contraception, reproductive and genetic technologies and the impact of STIs on human life and fertility).

[Back to Grade 12 Workplace Curriculum](#)

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

DISCUSSION QUESTIONS* FOR THE DVD, “EGGSPLOITATION”

1. Define altruism.

What does it have to do with egg donation?

2. When was Louise Brown born?

What was unique about this baby?

3. How much does the In-vitro Fertilization industry in the U.S. make annually?

4. In 2007, how many artificial reproductive cycles were performed in the United States using donated eggs?

What percentage of those cycles failed to produce a live birth?

5. List 4 major problems with egg donation for the IVF industry.

6. Where are most of the girls recruited for egg donation? Why?

7. Is egg donation the same as sperm donation? Defend your answer.

8. What is superovulation?

9. What is Lupron used for?

Is it approved by the FDA for fertility?

10. List the four steps in the egg donation process.

11. Ovarian Hyper Stimulation Syndrome (OHSS) is one of the short-term risks of egg donation. What medical events are associated with it?

12. List three long-term risks associated with egg donation, as experienced by the women in the film.

13. In medical school, students are taught: “Financial compensation creates inequalities in care and in the decisions people make.”

Do you agree or disagree? Defend your position.

14. Complete the table showing the various means of conception and gestation. Highlight those which allow the child to know his/her biological parents.

SPERM	EGG	FERTILIZATION	GESTATION
Father	Mother	Mother	Mother
Father	Mother	Petri Dish	Mother
Father	Mother	Petri Dish	Surrogate
Donor	Mother	Mother	Mother
Donor	Donor	Petri Dish	Surrogate

* Note: the questions are not necessarily in the order of the information presented in the film

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

DISCUSSION QUESTIONS FOR THE DVD, "EGGSPLOITATION" ANSWER SHEET

1. Define altruism. **Altruism: consideration for other people without any thought of self**
What does it have to do with egg donation?
Many of the women who donate their eggs do it out of a sense of concern for the infertile couple.
2. When was Louise Brown born? **July 25, 1978**
What was unique about this baby? **She was the first test-tube baby.**
3. How much does the In-vitro Fertilization industry in the U.S. make annually? **Approx. 6.5B\$**
4. In 2007, how many artificial reproductive cycles were performed in the United States using donated eggs?
17,405
What percentage of those cycles failed to produce a live birth? **Over 70%**
5. List 4 major problems with egg donation for the IVF industry.
 - **The girls are never tracked for extended period of times and therefore there are no studies**
 - **There is no government oversight.**
 - **The health risks are not discussed with potential donors.**
 - **Money is offered for human tissue.**
6. Where are most of the girls recruited for egg donation? Why?
Most of the girls are recruited from university and college campuses because the "ideal" egg donor is between the ages of 21 and 29, is attractive, physically fit and intelligent.
7. Is egg donation the same as sperm donation? Defend your answer.
Answers will vary, but they must include the following points:
 - **Sperm donation involves the arousal of the male to ejaculation outside of intercourse**
 - **Egg donation involves the stimulation of the female to produce an abnormal amount of eggs through the use of synthetic hormones. This production is timed to synchronize with the cycle of the female who will carry the child (genetic mother or surrogate); again this is done through the use of drugs. The eggs are retrieved through a surgical procedure, as they will not be fertilized in the fallopian tubes, but rather, in a Petri dish.**
8. What is superovulation?
Superovulation is the stimulation of the female ovary to create and release multiple eggs at one time, rather than the one or possibly two eggs that are normally released. Superovulation is accomplished through the use of large amounts of synthetic hormones.
9. What is Lupron used for?
Lupron is used to temporarily and artificially suppress the egg donor's ovarian function so that it may be aligned to the cycle of the woman who will carry the baby(babies)
Is it approved by the FDA for fertility? **No**
10. List the four steps in the egg donation process
 - **Drugs are used to suppress ovarian function in the egg donor**
 - **The donor is superovulated via synthetic hormones to produce numerous eggs**
 - **A final injection of hormones is given to release the eggs**
 - **The eggs are retrieved via surgery**

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

11. Ovarian Hyper Stimulation Syndrome (OHSS) is one of the short-term risks of egg donation. What medical events are associated with it?

- **Stroke**
- **Clotting**
- **Pulmonary complications**
- **Fluid imbalances**
- **Adhesions**
- **Future fertility problems**
- **Death**

12. List three long-term risks associated with egg donation, as experienced by the women in the film.

- **Breast cancer**
- **Loss of fertility**
- **Death**

13. In medical school, students are taught: “Financial compensation creates inequalities in care and in the decisions people make.” Do you agree or disagree? Defend your position.

Answers will vary, but should include some or all of the following observations:

- **Agencies often pressure potential egg donors with guilt. These agencies stand to make a considerable amount of money with every donor they recruit.**
- **Agencies will push women to “stay the course” despite the health concerns expressed by the donor because a “failed cycle” means extra expenses for “starting over” with a new donor, as well as “compensating” the donor for a “failed cycle”.) In the case of the one woman in the film, \$750 was given.**
- **Agencies create contracts that insist that dosages of drugs not be changed, thus ignoring differences in individual donors. This is to ensure a successful egg harvest and to avoid costly individual programs.**
- **The desire of research and the infertility industry to obtain eggs results in them offering large sums of money for human tissue. Regardless of being deemed “compensation”, it is still paying for eggs. This, as one MD remarked, reduces women to walking “egg factories”.**
- **Since the risks of egg donation have never been studied, all donations involve inadequate informed consent. Couple unknown risks with financial compensation along with the desire of many women to help other women become mothers, and it is not surprising so many young women consent to egg donation.**

14. Complete the table showing the various means of conception and gestation. Highlight those which allow the child to know his/her biological parents.

SPERM	EGG	FERTILIZATION	GESTATION
Father	Mother	Mother	Mother
Father	Mother	Petri Dish	Mother
Father	Mother	Petri Dish	Surrogate
Donor	Mother	Mother	Mother
Donor	Mother	Petri Dish	Mother
Donor	Mother	Petri Dish	Surrogate
Father	Donor	Petri Dish	Mother
Father	Donor	Petri Dish	Surrogate
Donor	Donor	Petri Dish	Mother
Donor	Donor	Petri Dish	Surrogate

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Family Life Education – Grade 9

DVD: Lines that Divide, The Center for Bioethics and Culture Network (CBCN), 2009; 30 Minutes



“Lines that Divide” deals with the very new and complicated science of stem cell research. It provides a comprehensive view of the science and ethics shaping the stem-cell debate today. The film spotlights the breakthroughs being made by adult stem-cell therapy-breakthroughs which are not receiving equal funding or equal media coverage. There are very few resources dealing with this important subject. In the documentary you’ll hear first-hand testimonies from people whose lives have been saved through adult stem cell research. Like Barry Goudy, who suffered with multiple sclerosis. Since undergoing adult stem cell replacement therapy, he’s been free from MS for five years. “They reboot your immune system,” he explains. “I live a normal life. I coach hockey, I play racquetball, I golf.” Without the adult stem cell transplant, Goudy would probably be in a wheelchair. Twenty-two-year-old Corrina Archuleta also shares her dramatic recovery from a flesh-eating auto-immune disorder. Her family was making her funeral arrangements before adult stem cell therapy saved her life. The film also covers why even traditionally pro-choice advocates are speaking out against embryo-destructive stem cell research. In order to extract enough eggs for embryonic stem cell research, a woman’s ovaries are hyper-stimulated so that she will produce a dozen or more eggs at a time. But doctors know that ovarian hyper-stimulation syndrome and the drugs themselves have caused blood clotting, stroke, and even death. The former chief medical officer of the FDA warns that potential egg donors “need to be aware that this is not a procedure that is without risk.” Even the risk of death. That’s not what you are seeing in the media. What you do see, however, are celebrities and politicians gushing over the *potential* for embryo-destructive stem cell research, even while lives are being saved *today* by adult stem cell therapy.

The DVD would help achieve the following objectives of the Curriculum Policy Document
FAMILY LIFE EDUCATION

OVERALL EXPECTATIONS

By the end of this course, students will:

- explore the importance of fostering a positive, healthy self-esteem physically, intellectually, spiritually and socially;
- discern personal values in light of Gospel values and Church teaching;
- demonstrates an understanding of the importance of personal freedom in shaping interpersonal relationships.

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

SPECIFIC EXPECTATIONS

- explain how a wide range of emotions can influence personal decisions, actions, and relationships;
- evaluate emotions in the light of good or evil actions;
- recognize the importance of a healthy positive acceptance of self, with strengths and weakness;
- recognize and compare the signs of healthy and unhealthy relationships (e.g., bullying);
- examine the meaning of the word ‘love’ in light of the Gospel meaning and its use in society;
- demonstrate a respect for the human body, in light of the sacredness of human life created by God

[Back to Grade 9 Curriculum](#)

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Family Life Education – Grade 10

DVD: Lines that Divide, The Center for Bioethics and Culture Network (CBCN), 2009; 30 Minutes



“Lines that Divide” deals with the very new and complicated science of stem cell research. It provides a comprehensive view of the science and ethics shaping the stem-cell debate today. The film spotlights the breakthroughs being made by adult stem-cell therapy—breakthroughs which are not receiving equal funding or equal media coverage. There are very few resources dealing with this important subject. In the documentary you’ll hear first-hand testimonies from people whose lives have been saved through adult stem cell research. Like Barry Goudy, who suffered with multiple sclerosis. Since undergoing adult stem cell replacement therapy, he’s been free from MS for five years. “They reboot your immune system,” he explains. “I live a normal life. I coach hockey, I play racquetball, I golf.” Without the adult stem cell transplant, Goudy would probably be in a wheelchair. Twenty-two-year-old Corrina Archuleta also shares her dramatic recovery from a flesh-eating auto-immune disorder. Her family was making her funeral arrangements before adult stem cell therapy saved her life. The film also covers why even traditionally pro-choice advocates are speaking out against embryo-destructive stem cell research. In order to extract enough eggs for embryonic stem cell research, a woman’s ovaries are hyper-stimulated so that she will produce a dozen or more eggs at a time. But doctors know that ovarian hyper-stimulation syndrome and the drugs themselves have caused blood clotting, stroke, and even death. The former chief medical officer of the FDA warns that potential egg donors “need to be aware that this is not a procedure that is without risk.” Even the risk of death. That’s not what you are seeing in the media. What you do see, however, are celebrities and politicians gushing over the *potential* for embryo-destructive stem cell research, even while lives are being saved *today* by adult stem cell therapy.

The DVD would help achieve the following objectives of the Curriculum Policy Document
FAMILY LIFE EDUCATION

OVERALL EXPECTATIONS

By the end of this course, students will:

- demonstrate an understanding of the sacredness of the human person, body and spirit (CCC §2258-2262), from conception until natural death (CCC §2268-2283);
- recognize and explore the meaning of integrity and belonging in human life;
- examine healthy patterns of relating with a focus on friendship, intimacy, sexuality and communication.

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

SPECIFIC EXPECTATIONS

- describe the ways in which human growth is distorted by relationships that involve exploitative, harassing or abusive behaviours;
- explore the meaning of respect for life from conception until natural death

[Back to Grade 10 Curriculum](#)

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Family Life Education – Grade 11 University / College

DVD: Lines that Divide, The Center for Bioethics and Culture Network (CBCN), 2009; 30 Minutes



“Lines that Divide” deals with the very new and complicated science of stem cell research. It provides a comprehensive view of the science and ethics shaping the stem-cell debate today. The film spotlights the breakthroughs being made by adult stem-cell therapy-breakthroughs which are not receiving equal funding or equal media coverage. There are very few resources dealing with this important subject. In the documentary you’ll hear first-hand testimonies from people whose lives have been saved through adult stem cell research. Like Barry Goudy, who suffered with multiple sclerosis. Since undergoing adult stem cell replacement therapy, he’s been free from MS for five years. “They reboot your immune system,” he explains. “I live a normal life. I coach hockey, I play racquetball, I golf.” Without the adult stem cell transplant, Goudy would probably be in a wheelchair. Twenty-two-year-old Corrina Archuleta also shares her dramatic recovery from a flesh-eating auto-immune disorder. Her family was making her funeral arrangements before adult stem cell therapy saved her life. The film also covers why even traditionally pro-choice advocates are speaking out against embryo-destructive stem cell research. In order to extract enough eggs for embryonic stem cell research, a woman’s ovaries are hyper-stimulated so that she will produce a dozen or more eggs at a time. But doctors know that ovarian hyper-stimulation syndrome and the drugs themselves have caused blood clotting, stroke, and even death. The former chief medical officer of the FDA warns that potential egg donors “need to be aware that this is not a procedure that is without risk.” Even the risk of death. That’s not what you are seeing in the media. What you do see, however, are celebrities and politicians gushing over the *potential* for embryo-destructive stem cell research, even while lives are being saved *today* by adult stem cell therapy.

The DVD would help achieve the following objectives of the Curriculum Policy Document
FAMILY LIFE EDUCATION

OVERALL EXPECTATIONS

By the end of this course, students will:

- critique the attitudes and behaviours that depersonalize human sexuality;

SPECIFIC EXPECTATIONS

- analyze the impact of the family on the individual;
- critically assess the distorting messages of contemporary culture on the development of a positive Christian anthropology

[Back to Grade 11 College University Curriculum](#)

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Family Life Education – Grade 11 Workplace

DVD: Lines that Divide, The Center for Bioethics and Culture Network (CBCN), 2009; 30 Minutes



“Lines that Divide” deals with the very new and complicated science of stem cell research. It provides a comprehensive view of the science and ethics shaping the stem-cell debate today. The film spotlights the breakthroughs being made by adult stem-cell therapy - breakthroughs which are not receiving equal funding or equal media coverage. There are very few resources dealing with this important subject. In the documentary you’ll hear first-hand testimonies from people whose lives have been saved through adult stem cell research. Like Barry Goudy, who suffered with multiple sclerosis. Since undergoing adult stem cell replacement therapy, he’s been free from MS for five years. “They reboot your immune system,” he explains. “I live a normal life. I coach hockey, I play racquetball, I golf.” Without the adult stem cell transplant, Goudy would probably be in a wheelchair. Twenty-two-year-old Corrina Archuleta also shares her dramatic recovery from a flesh-eating auto-immune disorder. Her family was making her funeral arrangements before adult stem cell therapy saved her life. The film also covers why even traditionally pro-choice advocates are speaking out against embryo-destructive stem cell research. In order to extract enough eggs for embryonic stem cell research, a woman’s ovaries are hyper-stimulated so that she will produce a dozen or more eggs at a time. But doctors know that ovarian hyper-stimulation syndrome and the drugs themselves have caused blood clotting, stroke, and even death. The former chief medical officer of the FDA warns that potential egg donors “need to be aware that this is not a procedure that is without risk.” Even the risk of death. That’s not what you are seeing in the media. What you do see, however, are celebrities and politicians gushing over the *potential* for embryo-destructive stem cell research, even while lives are being saved *today* by adult stem cell therapy.

The DVD would help achieve the following objectives of the Curriculum Policy Document
FAMILY LIFE EDUCATION

OVERALL EXPECTATIONS

By the end of this course, students will:

- critique the attitudes and behaviours that depersonalize human sexuality;

SPECIFIC EXPECTATIONS

- analyze the impact of the family on the individual;

[Back to Grade 11 Workplace Curriculum](#)

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Family Life Education – Grade 12 University

DVD: Lines that Divide, The Center for Bioethics and Culture Network (CBCN), 2009; 30 Minutes



“Lines that Divide” deals with the very new and complicated science of stem cell research. It provides a comprehensive view of the science and ethics shaping the stem-cell debate today. The film spotlights the breakthroughs being made by adult stem-cell therapy - breakthroughs which are not receiving equal funding or equal media coverage. There are very few resources dealing with this important subject. In the documentary you’ll hear first-hand testimonies from people whose lives have been saved through adult stem cell research. Like Barry Goudy, who suffered with multiple sclerosis. Since undergoing adult stem cell replacement therapy, he’s been free from MS for five years. “They reboot your immune system,” he explains. “I live a normal life. I coach hockey, I play racquetball, I golf.” Without the adult stem cell transplant, Goudy would probably be in a wheelchair. Twenty-two-year-old Corrina Archuleta also shares her dramatic recovery from a flesh-eating auto-immune disorder. Her family was making her funeral arrangements before adult stem cell therapy saved her life. The film also covers why even traditionally pro-choice advocates are speaking out against embryo-destructive stem cell research. In order to extract enough eggs for embryonic stem cell research, a woman’s ovaries are hyper-stimulated so that she will produce a dozen or more eggs at a time. But doctors know that ovarian hyper-stimulation syndrome and the drugs themselves have caused blood clotting, stroke, and even death. The former chief medical officer of the FDA warns that potential egg donors “need to be aware that this is not a procedure that is without risk.” Even the risk of death. That’s not what you are seeing in the media. What you do see, however, are celebrities and politicians gushing over the *potential* for embryo-destructive stem cell research, even while lives are being saved *today* by adult stem cell therapy.

The DVD would help achieve the following objectives of the Curriculum Policy Document
FAMILY LIFE EDUCATION

OVERALL EXPECTATIONS

By the end of this course, students will:

- describe the meaning of “the intrinsic dignity of each human person,” and its impact on our inherent sense of responsibility towards self and others;
- apply related Church teaching to values and practices that promote or undermine relationships and the sacredness of life.

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

SPECIFIC EXPECTATIONS

- identify the many facets of humans; rational, emotional, physical, social, aesthetic, moral and spiritual in nature, and discuss how this impacts on moral living;
- demonstrate an understanding and profound respect for the sacred gift of human procreation, the gift of children, the experience of parenting;
- describe the manner in which the sacred gift of human procreation and life itself can be protected (including a description and moral assessment of the impact of natural family planning, contraception, reproductive and genetic technologies and STIs on human life and fertility);
- research and apply the Church's teaching on the sacredness of human life from conception to natural death to issues such as euthanasia, stem cell research, the impact of STIs, contraception including natural family planning, genetic and reproductive technology, and assisted suicide.
- Describe ways in which the limits of human freedom can be challenging but also can offer opportunities for personal growth and fulfillment (e.g., living with a disability, rejection)

[Back to Grade 12 University Curriculum](#)

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Family Life Education – Grade 12 College

DVD: Lines that Divide, The Center for Bioethics and Culture Network (CBCN), 2009; 30 Minutes



“Lines that Divide” deals with the very new and complicated science of stem cell research. It provides a comprehensive view of the science and ethics shaping the stem-cell debate today. The film spotlights the breakthroughs being made by adult stem-cell therapy - breakthroughs which are not receiving equal funding or equal media coverage. There are very few resources dealing with this important subject. In the documentary you’ll hear first-hand testimonies from people whose lives have been saved through adult stem cell research. Like Barry Goudy, who suffered with multiple sclerosis. Since undergoing adult stem cell replacement therapy, he’s been free from MS for five years. “They reboot your immune system,” he explains. “I live a normal life. I coach hockey, I play racquetball, I golf.” Without the adult stem cell transplant, Goudy would probably be in a wheelchair. Twenty-two-year-old Corrina Archuleta also shares her dramatic recovery from a flesh-eating auto-immune disorder. Her family was making her funeral arrangements before adult stem cell therapy saved her life. The film also covers why even traditionally pro-choice advocates are speaking out against embryo-destructive stem cell research. In order to extract enough eggs for embryonic stem cell research, a woman’s ovaries are hyper-stimulated so that she will produce a dozen or more eggs at a time. But doctors know that ovarian hyper-stimulation syndrome and the drugs themselves have caused blood clotting, stroke, and even death. The former chief medical officer of the FDA warns that potential egg donors “need to be aware that this is not a procedure that is without risk.” Even the risk of death. That’s not what you are seeing in the media. What you do see, however, are celebrities and politicians gushing over the *potential* for embryo-destructive stem cell research, even while lives are being saved *today* by adult stem cell therapy.

The DVD would help achieve the following objectives of the Curriculum Policy Document

FAMILY LIFE EDUCATION

OVERALL EXPECTATIONS

By the end of this course, students will:

- Explore ways in which the family is called to be nurturing;

SPECIFIC EXPECTATIONS

- report and discuss the various challenges to families (e.g., bereavement, family structures, mental illness, economic issues, reproductive issues)

[Back to Grade 12 College Curriculum](#)

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Family Life Education – Grade 12 Workplace

DVD: Lines that Divide, The Center for Bioethics and Culture Network (CBCN), 2009; 30 Minutes



“Lines that Divide” deals with the very new and complicated science of stem cell research. It provides a comprehensive view of the science and ethics shaping the stem-cell debate today. The film spotlights the breakthroughs being made by adult stem-cell therapy - breakthroughs which are not receiving equal funding or equal media coverage. There are very few resources dealing with this important subject. In the documentary you’ll hear first-hand testimonies from people whose lives have been saved through adult stem cell research. Like Barry Goudy, who suffered with multiple sclerosis. Since undergoing adult stem cell replacement therapy, he’s been free from MS for five years. “They reboot your immune system,” he explains. “I live a normal life. I coach hockey, I play racquetball, I golf.” Without the adult stem cell transplant, Goudy would probably be in a wheelchair. Twenty-two-year-old Corrina Archuleta also shares her dramatic recovery from a flesh-eating auto-immune disorder. Her family was making her funeral arrangements before adult stem cell therapy saved her life. The film also covers why even traditionally pro-choice advocates are speaking out against embryo-destructive stem cell research. In order to extract enough eggs for embryonic stem cell research, a woman’s ovaries are hyper-stimulated so that she will produce a dozen or more eggs at a time. But doctors know that ovarian hyper-stimulation syndrome and the drugs themselves have caused blood clotting, stroke, and even death. The former chief medical officer of the FDA warns that potential egg donors “need to be aware that this is not a procedure that is without risk.” Even the risk of death. That’s not what you are seeing in the media. What you do see, however, are celebrities and politicians gushing over the *potential* for embryo-destructive stem cell research, even while lives are being saved *today* by adult stem cell therapy.

The DVD would help achieve the following objectives of the Curriculum Policy Document

FAMILY LIFE EDUCATION

OVERALL EXPECTATIONS

By the end of this course, students will:

- identify how “the intrinsic dignity of each human person,” impacts on our inherent sense of responsibility towards self and others;
- apply related Church teaching to values and practices that undermine the sacredness of life.

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

SPECIFIC EXPECTATIONS

- describe ways in which the limits of human freedom can be challenging but can also offer opportunities for personal growth and fulfillment (e.g., living fully with a disability);
- demonstrate a Catholic understanding of and respect for the sacred gift of human procreation, the gift of children, and the experience of parenting;
- describe the manner in which the sacred gift of human procreation and life itself can be protected and apply Church teachings to related issues (e.g., natural family planning, contraception, reproductive and genetic technologies and the impact of STIs on human life and fertility).

[Back to Grade 12 Workplace Curriculum](#)

Ontario Catholic Secondary
Curriculum Policy Document for Religious Education

Questions for the DVD “*Lines That Divide*”

1. Name 3 of the 5 leading causes of death in the United States today.
2. “Stem cells are the only technology in the world that has the capacity to treat every human disease.” What are stem cells?
3. Where do embryonic stem cells come from? How are these stem cells obtained? What are the two most important characteristics of embryonic stem cells? Have they been used in human clinical trials? What is their major disadvantage?
4. Where are adult stem cells found? What are the two most important characteristics of adult stem cells? Have they been used in human clinical trials? What is their major disadvantage?
5. Embryonic stem cell research gives rise to ethical issues concerning the use of embryos. List 3.
6. Women’s health is also an issue of embryonic stem cell research. Why? Where are the eggs needed in this research coming from?
7. Human cloning is one way to produce embryos for embryonic stem cell research. What ethical issues does this procedure create?
8. Is one type of stem cell research better than any other? Justify your answer.

Ontario Catholic Secondary
Curriculum Policy Document for Religious Education

ANSWER SHEET
Questions for the DVD “*Lines That Divide*”

1. Name 3 of the 5 leading causes of death in the United States today.

Any three of:

- *Heart Disease*
- *Cancer*
- *Parkinson’s Disease*
- *Diabetes*
- *Stroke*

2. “Stem cells are the only technology in the world that has the capacity to treat every human disease.” What are stem cells?

Stem cells are the precursors of every cell in the body. They have the ability to generate new cells.

3. Where do embryonic stem cells come from?

They are found ONLY in embryos. They are the inner cell mass of an embryo at the Blastocyst stage of development.

How are these stem cells obtained?

They can only be obtained by sucking them out of the embryo, thus killing it.

What are the two most important characteristics of embryonic stem cells?

- *They are PLEURIPOTENT; they are capable of developing into any cell.*
- *They are capable of dividing indefinitely.*

Have they been used in human clinical trials?

No, not at the time of this film. A clinical trial by Geron is just now taking place in the US.

What is their major disadvantage?

They produce tumors and teratomas. They also contain the DNA of the donor of the egg (mitochondrial DNA) which will result in immune rejection; recipients of embryonic stem cell transplants will have need of immuno-supressant drugs.

9. Where are adult stem cells found?

They are found in the tissues of every organ system – bone marrow, fat, muscle, etc.

What are the two most important characteristics of adult stem cells?

- *They do not cause cancer or teratomas.*
- *When used in therapy, they are taken from the patient; there is no immune rejection.*

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Have they been used in human clinical trials?

Yes, for decades. There are now over 70 diseases which have been successfully treated with adult stem cells, including many cancers, lupus, MS, scleroderma, Crohns Disease, and others

What is their major disadvantage?

One of:

- *They have limited potency (they develop only into the type of tissue from which they come)*
- *They will only reproduce for a limited number of times in the laboratory.*

10. Embryonic stem cell research gives rise to ethical issues concerning the use of embryos. List 3.

Any three of:

- *Embryonic Stem Cell Research requires the destruction of the embryo; it is permissible to kill nascent human life to reduce the suffering of others?*
- *Embryonic stem cell research often uses embryos from IVF; is it ethical to use these “excess” embryos?*
- *Does the human embryo have the same moral worth as an adult?*
- *Should we permit the killing of the human embryo for its body parts (its stem cells)?*
- *Is the human embryo a person with all of the rights accorded thereto?*

11. Women’s health is also an issue of embryonic stem cell research. Why?

Eggs are needed in IVF, from which “excess” embryos are donated for research. Eggs are also needed in cloning, which is another source of embryos for research. Eggs donors are subjected to drugs on which no long term studies have been performed. These women can possibly develop Ovarian Hyper Stimulation Syndrome which has severe complications associated with it, including death There is no tracking of egg donors to see the long term repercussions of egg donation.

Where are the eggs needed in this research coming from?

Eggs are obtained from women in the developed world who are paid “compensation” fees” up to \$100,000. There is concern that ESC researchers will look to the women of developing countries, where “compensation fees” will be cheaper. This in turn leads to the concern of looking at women as “egg factories”, thus turning them into commodities. (See attached article re: Surrogacy in Developing Countries.)

Ontario Catholic Secondary Curriculum Policy Document for Religious Education

12. Human cloning is one way to produce embryos for embryonic stem cell research. What ethical issues does this procedure create?

Answers will vary, but should include any of:

- *Should human cloning be done at all? Does the end justify the means?*
- *If therapeutic cloning (creating clones for research) is legal, why is reproductive cloning not?*
- *What rights does the human clone have?*
- *Should scientists be allowed to make chimeras (human/animal hybrids)?*
- *How far should we take the argument that it is for “the greater good”?*

13. Is one type of stem cell research better than any other? Justify your answer.

Answers will vary but must include arguments using scientific, financial, and moral/ethical reasons, not emotional ones.

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education



Family Life Education – Grade 9

DVD: Turning the Tide, Salt and Light Productions, 2007, 29 minutes

In 2005, efforts to change the laws to legalize euthanasia and assisted suicide were before the legislative bodies in Canada and California. In both cases the legislation did not pass. However, the efforts to legalize assisted suicide have not abated and will continue. How do you frame the rules for killing, once killing is an accepted solution for human suffering? What is the meaning of true compassion and dignity?

Catherine Frazee, Wesley Smith, Jean Echlin, Bobby Schindler (brother of Terri Schiavo), Adrian Dieleman and Senator Sharon Carstairs (former Chair of the Senate Committee on Euthanasia and Assisted Suicide, Canada) bring a wealth of personal experience and insight to a society that would be at risk if assisted suicide were legalized. They expose the oversimplification, flaws and myths surrounding safeguards, pain management and suffering. Together they offer tangible solutions as to what needs to be done to improve the quality of life for all concerned and make a strong case that vulnerable people are directly threatened by euthanasia and assisted suicide. It's time to let our voices be heard because if the laws are changes, we'll be fighting for our lives.!

The DVD would help achieve the following objectives of the Curriculum Policy Document

FAMILY LIFE EDUCATION

OVERALL EXPECTATIONS

- explore the importance of fostering a positive, healthy self-esteem physically, intellectually, spiritually and socially;
- discern personal values in light of Gospel values and Church teaching;
- demonstrates an understanding of the importance of personal freedom in shaping interpersonal relationships.

SPECIFIC EXPECTATIONS

- explain how a wide range of emotions can influence personal decisions, actions, and relationships;
- evaluate emotions in the light of good or evil actions;
- recognize the importance of a healthy positive acceptance of self, with strengths and weakness;
- recognize and compare the signs of healthy and unhealthy relationships (e.g., bullying);
- examine the meaning of the word 'love' in light of the Gospel meaning and its use in society;
- demonstrate a respect for the human body, in light of the sacredness of human life created by God

[Back to Grade 9 Curriculum](#)

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education



Family Life Education – Grade 10

DVD: Turning the Tide, Salt and Light Productions, 2007, 29 minutes

In 2005, efforts to change the laws to legalize euthanasia and assisted suicide were before the legislative bodies in Canada and California. In both cases the legislation did not pass. However, the efforts to legalize assisted suicide have not abated and will continue. How do you frame the rules for killing, once killing is an accepted solution for human suffering? What is the meaning of true compassion and dignity?

Catherine Frazee, Wesley Smith, Jean Echlin, Bobby Schindler (brother of Terri Schiavo), Adrian Dieleman and Senator Sharon Carstairs (former Chair of the Senate Committee on Euthanasia and Assisted Suicide, Canada) bring a wealth of personal experience and insight to a society that would be at risk if assisted suicide were legalized. They expose the oversimplification, flaws and myths surrounding safeguards, pain management and suffering. Together they offer tangible solutions as to what needs to be done to improve the quality of life for all concerned and make a strong case that vulnerable people are directly threatened by euthanasia and assisted suicide. It's time to let our voices be heard because if the laws are changes, we'll be fighting for our lives.!

The DVD would help achieve the following objectives of the Curriculum Policy Document
FAMILY LIFE EDUCATION

OVERALL EXPECTATIONS

- demonstrate an understanding of the sacredness of the human person, body and spirit (CCC §2258-2262), from conception until natural death (CCC §2268-2283);
- recognize and explore the meaning of integrity and belonging in human life;
- understand the family life cycle;
- examine healthy patterns of relating with a focus on friendship, intimacy, sexuality and communication.

SPECIFIC EXPECTATIONS

- describe the ways in which human growth is distorted by relationships that involve exploitative, harassing or abusive behaviours;
- explore aspects of the family life cycle (including marriage, birth, raising children, children leaving home, old age, death), as well as the impact on families of premature death, separation or divorce, and the situation of blended families;
- articulate the qualities which are essential to the building of healthy relationships, with a particular focus on the positive impact of intimacy and mutuality;
- evaluate healthy and unhealthy attitudes to the human body and physical appearance;
- explore the meaning of respect for life from conception until natural death

[Back to Grade 10 Curriculum](#)

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education



Family Life Education – Grade 11 – College/University

DVD: Turning the Tide, Salt and Light Productions, 2007, 29 minutes

In 2005, efforts to change the laws to legalize euthanasia and assisted suicide were before legislative bodies in Canada and California. In both cases the legislation did not pass. However, the efforts to legalize assisted suicide have not abated and will continue. How do you frame the rules for killing, once killing is an accepted solution for human suffering? What is the meaning of true compassion and dignity?

Catherine Frazee, Wesley Smith, Jean Echlin, Bobby Schindler (brother of Terri Schiavo), Adrian Dieleman and Senator Sharon Carstairs (former Chair of the Senate Committee on Euthanasia and Assisted Suicide, Canada) bring a wealth of personal experience and insight to a society that would be at risk if assisted suicide were legalized. They expose the oversimplification, flaws and myths surrounding safeguards, pain management and suffering. Together they offer tangible solutions as to what needs to be done to improve the quality of life for all concerned and make a strong case that vulnerable people are directly threatened by euthanasia and assisted suicide. It's time to let our voices be heard because if the laws are changes, we'll be fighting for our lives.!

The DVD would help achieve the following objectives of the Curriculum Policy Document
FAMILY LIFE EDUCATION

SPECIFIC EXPECTATIONS

- analyze the impact of the family on the individual;
- demonstrate skills contributing to the development of an inclusive community whose hallmark is hospitality
- critically assess the distorting messages of contemporary culture on the development of a positive Christian anthropology

[Back to Grade 11 College University Curriculum](#)

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education



Family Life Education – Grade 11 - Workplace

DVD: Turning the Tide, Salt and Light Productions, 2007, 29 minutes

In 2005, efforts to change the laws to legalize euthanasia and assisted suicide were before legislative bodies in Canada and California. In both cases the legislation did not pass. However, the efforts to legalize assisted suicide have not abated and will continue. How do you frame the rules for killing, once killing is an accepted solution for human suffering? What is the meaning of true compassion and dignity?

Catherine Frazee, Wesley Smith, Jean Echlin, Bobby Schindler (brother of Terri Schiavo), Adrian Dieleman and Senator Sharon Carstairs (former Chair of the Senate Committee on Euthanasia and Assisted Suicide, Canada) bring a wealth of personal experience and insight to a society that would be at risk if assisted suicide were legalized. They expose the oversimplification, flaws and myths surrounding safeguards, pain management and suffering. Together they offer tangible solutions as to what needs to be done to improve the quality of life for all concerned and make a strong case that vulnerable people are directly threatened by euthanasia and assisted suicide. It's time to let our voices be heard because if the laws are changes, we'll be fighting for our lives.!

The DVD would help achieve the following objectives of the Curriculum Policy Document
FAMILY LIFE EDUCATION

SPECIFIC EXPECTATIONS

- analyze the impact of the family on the individual;
- demonstrate skills contributing to the development of an inclusive community whose hallmark is hospitality

[Back to Grade 11 Workplace Curriculum](#)

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education



Family Life Education – Grade 12 - University

DVD: Turning the Tide, Salt and Light Productions, 2007, 29 minutes

In 2005, efforts to change the laws to legalize euthanasia and assisted suicide were before the legislative bodies in Canada and California. In both cases the legislation did not pass. However, the efforts to legalize assisted suicide have not abated and will continue. How do you frame the rules for killing, once killing is an accepted solution for human suffering? What is the meaning of true compassion and dignity?

Catherine Frazee, Wesley Smith, Jean Echlin, Bobby Schindler (brother of Terri Schiavo), Adrian Dieleman and Senator Sharon Carstairs (former Chair of the Senate Committee on Euthanasia and Assisted Suicide, Canada) bring a wealth of personal experience and insight to a society that would be at risk if assisted suicide were legalized. They expose the oversimplification, flaws and myths surrounding safeguards, pain management and suffering. Together they offer tangible solutions as to what needs to be done to improve the quality of life for all concerned and make a strong case that vulnerable people are directly threatened by euthanasia and assisted suicide. It's time to let our voices be heard because if the laws are changes, we'll be fighting for our lives.!

The DVD would help achieve the following objectives of the Curriculum Policy Document
FAMILY LIFE EDUCATION

OVERALL EXPECTATIONS

- describe the meaning of “the intrinsic dignity of each human person,” and its impact on our inherent sense of responsibility towards self and others;
- define the family as a foundational context for Christian ethical and moral life;
- apply related Church teaching to values and practices that promote or undermine relationships and the sacredness of life.

SPECIFIC EXPECTATIONS

- identify the many facets of humans; rational, emotional, physical, social, aesthetic, moral and spiritual in nature, and discuss how this impacts on moral living;
- describe ways in which the limits of human freedom can be challenging but can also offer opportunities for personal growth and fulfillment (e.g., living with a disability, rejection);
- articulate a Christian understanding of the family as domestic church and the manner in which it participates in and contributes to a healthy and just society;
- identify the elements of a strong family;
- describe the impact of secularism on a contemporary understanding of family (e.g., decline in size, definition of what constitutes family, role of family members, bereavement, mental illness, economic issues);
- research and apply the Church’s teaching on the sacredness of human life from conception to natural death to issues such as euthanasia, stem cell research, the impact of STD,s, contraception including natural family planning, genetic and reproductive technology, and assisted suicide

[Back to Grade 12 University Curriculum](#)

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education



Family Life Education – Grade 12 – College

DVD: Turning the Tide, Salt and Light Productions, 2007, 29 minutes

In 2005, efforts to change the laws to legalize euthanasia and assisted suicide were before the legislative bodies in Canada and California. In both cases the legislation did not pass. However, the efforts to legalize assisted suicide have not abated and will continue. How do you frame the rules for killing, once killing is an accepted solution for human suffering? What is the meaning of true compassion and dignity?

Catherine Frazee, Wesley Smith, Jean Echlin, Bobby Schindler (brother of Terri Schiavo), Adrian Dieleman and Senator Sharon Carstairs (former Chair of the Senate Committee on Euthanasia and Assisted Suicide, Canada) bring a wealth of personal experience and insight to a society that would be at risk if assisted suicide were legalized. They expose the oversimplification, flaws and myths surrounding safeguards, pain management and suffering. Together they offer tangible solutions as to what needs to be done to improve the quality of life for all concerned and make a strong case that vulnerable people are directly threatened by euthanasia and assisted suicide. It's time to let our voices be heard because if the laws are changes, we'll be fighting for our lives.!

The DVD would help achieve the following objectives of the Curriculum Policy Document

FAMILY LIFE EDUCATION

OVERALL EXPECTATIONS

- explore ways in which the family is called to be nurturing.

SPECIFIC EXPECTATIONS

- report and discuss the various challenges to families (e.g., bereavement, family structures, mental illness, economic issues, reproductive issues);
- describe the nature of healthy families;
- explain how the family serves in moral and ethical formation

[Back to Grade 12 College Curriculum](#)

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education



Family Life Education – Grade 12 - Workplace

DVD: Turning the Tide, Salt and Light Productions, 2007, 29 minutes

In 2005, efforts to change the laws to legalize euthanasia and assisted suicide were before legislative bodies in Canada and California. In both cases the legislation did not pass. However, the efforts to legalize assisted suicide have not abated and will continue. How do you frame the rules for killing, once killing is an accepted solution for human suffering? What is the meaning of true compassion and dignity?

Catherine Frazee, Wesley Smith, Jean Echlin, Bobby Schindler (brother of Terri Schiavo), Adrian Dieleman and Senator Sharon Carstairs (former Chair of the Senate Committee on Euthanasia and Assisted Suicide, Canada) bring a wealth of personal experience and insight to a society that would be at risk if assisted suicide were legalized. They expose the oversimplification, flaws and myths surrounding safeguards, pain management and suffering. Together they offer tangible solutions as to what needs to be done to improve the quality of life for all concerned and make a strong case that vulnerable people are directly threatened by euthanasia and assisted suicide. It's time to let our voices be heard because if the laws are changes, we'll be fighting for our lives.!

The DVD would help achieve the following objectives of the Curriculum Policy Document
FAMILY LIFE EDUCATION

OVERALL EXPECTATIONS

- identify how “the intrinsic dignity of each human person,” impacts on our inherent sense of responsibility towards self and others;
- define the family as Domestic Church, that is, a foundational context for ethical and moral development;
- apply related Church teaching to values and practices that undermine the sacredness of life.

SPECIFIC EXPECTATIONS

- describe ways in which the limits of human freedom can be challenging but can also offer opportunities for personal growth and fulfillment (e.g., living fully with a disability);
- describe essential components for building healthy intimate relationships (e.g., family, friendships, romantic relationships, etc.) in their lives, and examine the ways in which all relationships influence human growth;

[Back to Grade 12 Workplace Curriculum](#)

Ontario Catholic Secondary
Curriculum Policy Document for Religious Education



Discussion Questions for the DVD
Turning the Tide

- 1) Define assisted suicide. Define euthanasia.
- 2) List the 5 arguments given for supporting assisted suicide and euthanasia.
- 3) Name the 4 types of pain. Which of these is dealt with by medicine? How well can that type of pain be controlled? Discuss how well we, as a society, deal with the other types of pain.
- 4) Dignity is defined as: a degree of worth , honour or importance
Senator Carstairs states: “The other reason people want euthanasia is ... they want their personal dignity. Well, that says something pretty awful about each and every one of us. Why have they lost their sense of dignity? Is it because we have made them feel less than dignified?”
How do we make people feel less than dignified?
- 5) Catherine Frazee states: “People like to frame this debate in the language of personal autonomy, of individual choice. They’ll say to me that it’s all right, you can say no, but other people will want to say yes. But I don’t think individual autonomy should ever be permitted to trump the safety and well-being of the community.”
How would we lose the well-being of the community if autonomy was the governing principle in this and other issues?
Why does the argument of autonomy rule out the possibility of implementing workable safeguards?
- 6) Referring directly to the DVD, name at least 3 groups of individuals who are vulnerable to assisted suicide and euthanasia because of the “burden of care” they place on others. Why would safeguards not work for these groups?
- 7) When Daryl Thomas was born with Spina-Bifida his mother was told that he was “abnormal”. How would news like this affect the parents of a new born?
- 8) Jim Dersen, who helped develop several disability rights groups, testified at the Parliamentary Committee on Palliative and Compassionate Care in Canada: “The commonly mistaken notion that our quality of life is so poor that it is not worth living, results in a social environment in which people with disabilities are vulnerable - in which they risk ultimate harm from apparently well-intentioned, caring people. The situation may one day be corrected by means of understanding that the quality of life of people with disabilities is not significantly different from that of those without.”
What society coined the phrase “a life not worth living”?
Who started the euthanasia movement in that society? What did it ultimately lead to?

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

- 9)** Recall the story in the DVD of Bob, the man with motor neuron disease who became suicidal. Why did he become suicidal?
When did he feel like he was a part of the world again?
What, in this story, would suggest that euthanasia or assisted suicide is not the answer?
- 10)** Why do we stop visiting the elderly or chronically ill?
- 11)** The last argument for euthanasia and assisted suicide is that with governments billions of dollars in debt, it is cheaper to offer death than real treatment or palliative care. Consider Barbara Wagner of Oregon, who was prescribed expensive medication for cancer. She received a letter from the Oregon Health Plan saying that it would not pay \$4000 per month for the treatment, but would pay the \$50 to \$80 for the drugs that would cause her death. (Assisted suicide is legal in Oregon.) What does this say about how the state of Oregon views its citizenry?
- 12)** Using the notions of compassion, accommodation and connectedness, discuss the role that we need to play in these issues.

Ontario Catholic Secondary
Curriculum Policy Document for Religious Education

ANSWERS TO THE
Discussion Questions for the DVD
Turning the Tide



- 1) Define assisted suicide. Define euthanasia.
Assisted suicide: to knowingly provide the means for another person to kill themselves
Euthanasia: to intentionally cause death by action or omission of an action, where that action or omission causes death, for reasons of mercy

- 2) List the 5 arguments given for supporting assisted suicide and euthanasia.
 - *pain*
 - *desire to regain personal dignity*
 - *being a burden*
 - *autonomy (personal choice)*
 - *health care too costly*

- 3) Name the 4 types of pain. Which of these is dealt with by medicine? How well can that type of pain be controlled? Discuss how well we, as a society, deal with the other types of pain.
 - *physical*
 - *spiritual*
 - *social*
 - *emotional*

Medicine addresses only physical pain. Approximately 95% of all physical pain can be controlled.

Answers will vary for the discussion. Answers should include:

 - *stigma attached to mental illness, such as depression, and how this hinders people from seeking help*
 - *lack of easy access to counsellors, chaplains and other spiritual leaders*
 - *refusal of some people to acknowledge spiritual, emotional or social pain*

- 4) Dignity is defined as: a degree of worth , honour or importance
Senator Carstairs states: “The other reason people want euthanasia is ... they want their personal dignity. Well, that says something pretty awful about each and every one of us. Why have they lost their sense of dignity? Is it because we have made them feel less than dignified?”
How do we make people feel less than dignified?
Answers will vary, but should include some or all of the following points:
 - *name-calling*
 - *ostracising*
 - *indifference*
 - *using the individual for personal gain*
 - *refusal to become involved*

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

- 5) Catherine Frazee states: “People like to frame this debate in the language of personal autonomy, of individual choice. They’ll say to me that it’s all right, you can say no, but other people will want to say yes. But I don’t think individual autonomy should ever be permitted to trump the safety and well-being of the community.”
How would we lose the well-being of the community if autonomy was the governing principle in this and other issues?
When everyone gets to decide for themselves what is “good”, we end up with rule by “autonomy”. But human beings are social by nature, and thus rule by “autonomy” eliminates the social aspect of the human person.
Why does the argument of autonomy rule out the possibility of implementing workable safeguards?
Wesley Smith states in the DVD: “As soon as you decide that, A: personal autonomy means that you can be killed if that’s what you want, and, B: the killing is an acceptable answer to human suffering, then safeguards make no sense, because they get in the way of personal autonomy and they get in the way of what is now been defined as “good”: the idea of killing of suicide.”
- 6) Referring directly to the DVD, name at least 3 groups of individuals who are vulnerable to assisted suicide and euthanasia because of the “burden of care” they place on others. Why would safeguards not work for these groups?
***Any three of: - disabled or non-perfect infants
- disabled children
- disabled adults
- chronically ill individuals
- elderly***
Safeguards to not work for these groups because they are under the care and control of others. Parents, spouses, legal guardians and powers of attorney can already legally cause the deaths of those under their “care”. Of primary example is Terri Schiavo who was dehydrated and starved to death by order of her husband.
- 7) When Daryl Thomas was born with Spina-Bifida his mother was told that he was “abnormal”. How would news like this affect the parents of a new born?
Shock and fear are the two primary emotions evoked by such a pronouncement. The shock will wear off with time and encouragement. The fear will overcome with knowledge and support.
- 8) Jim Dersen, who helped develop several disability rights groups, testified at the Parliamentary Committee on Palliative and Compassionate Care in Canada: “The commonly mistaken notion that our quality of life is so poor that it is not worth living, results in a social environment in which people with disabilities are vulnerable - in which they risk ultimate harm from apparently well-intentioned, caring people. The situation may one day be corrected by means of understanding that the quality of life of people with disabilities is not significantly different from that of those without.”
What society coined the phrase “a life not worth living”?
Who started the euthanasia movement in that society? What did it ultimately lead to?

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

*The society that coined the phrase was that of Nazi Germany.
The euthanasia movement was started by the German medical community.
It eventually led to the death camps and the destructions of millions of Jews,
Christians, Poles, gypsies and others.*

- 9) Recall the story in the DVD of Bob, the man with motor neuron disease who became suicidal. Why did he become suicidal?
When did he feel like he was a part of the world again?
What, in this story, would suggest that euthanasia or assisted suicide is not the answer?
***Bob became suicidal when he began to feel like “ a token presence in the world” because he and his wife had been abandoned by family and friends.
He began to feel he was a part of the world again when a church brought himself and his wife into their community.***
Answers will vary, but must include the ideas that:
- “the quality of life is relational.... it has to do with a sense of being connected.”
(Catherine Frazee)
- abandonment is a factor in depression, which in turn is a factor in suicide
- dying is an irrevocable decision
- 10) Why do we stop visiting the elderly or chronically ill?
Answers will vary.
- 11) The last argument for euthanasia and assisted suicide is that with governments billions of dollars in debt, it is cheaper to offer death than real treatment or palliative care. Consider Barbara Wagner of Oregon, who was prescribed expensive medication for cancer. She received a letter from the Oregon Health Plan saying that it would not pay \$4000 per month for the treatment, but would pay the \$50 to \$80 for the drugs that would cause her death. (Assisted suicide is legal in Oregon.) What does this say about how the state of Oregon views its citizenry?
Oregon would appear to view its citizens as worthy of protection provided that they are productive and contributing to the GNP of the state. If you are not working for the economic improvement of Oregon, you are one of the “useless eaters” (Nazi term), and should be eliminated.
- 12) Using the notions of compassion, accommodation and connectedness, discuss the role that we need to play in these issues.
Answers will vary, but should include:
- human beings are social by nature
- human beings naturally want to avoid suffering, but there is value in suffering (spiritual, emotional and social)
- “If you had to move into it (disability), you would find ways to accommodate it.”
(Catherine Frazee)
- “Life is a series of losses and findings” (Catherine Frazee), and we should never encourage a person to give up during a period of loss.
- we should never judge people or the quality of their lives until we walk a mile in their moccasins.

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Family Life Education – Grade 9

A VOICE UNHEARD, THE LATIMER CASE AND PEOPLE WITH DISABILITIES

BOOK RUTH ENNS, 1999 176 pages

Written in a readable style by a Canadian woman living with disabilities.

Chapters:

1. Tracy on trial
2. The Media Trial
3. coming Out of the Attic: a Brief History of Disabled People's Activism
4. Living with Disability
5. caring for a Disabled Child
6. Another Look

Appendix

Glossary of Disability Organization Acronyms

References

Interviews

About the Author

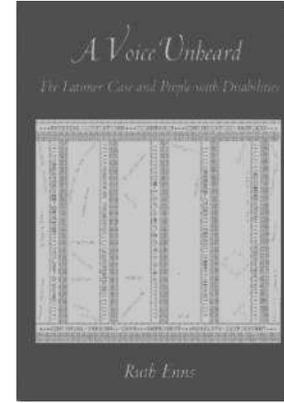
APPLICABLE REFERENCE FOR THE ISSUES OF:

EUTHANASIA

DISABILITIES

JUSTICE

MORAL CHOICE MAKING



The Book would help achieve the following objectives of the Curriculum Policy Document

FAMILY LIFE EDUCATION

OVERALL EXPECTATIONS

By the end of this course, students will:

- explore the importance of fostering a positive, healthy self-esteem physically, intellectually, spiritually and socially;
- discern personal values in light of Gospel values and Church teaching;
- analyse the role of family in society and in the Church (CCC §2201-2233);
- demonstrate an understanding of the importance of personal freedom in shaping interpersonal relationships.

SPECIFIC EXPECTATIONS

By the end of this course, students will:

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

- explain how a wide range of emotions can influence personal decisions, actions, and relationships;
- evaluate emotions in the light of good or evil actions;
- recognize and compare the signs of healthy and unhealthy relationships (e.g., bullying);

- examine the meaning of the word ‘love’ in light of the Gospel meaning and its use in society;
- demonstrate a respect for the human body, in light of the sacredness of human life created by God

[Back to Grade 9 Curriculum](#)

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Family Life Education – Grade 10

A VOICE UNHEARD, THE LATIMER CASE AND PEOPLE WITH DISABILITIES

BOOK RUTH ENNS, 1999 176 pages

Written in a readable style by a Canadian woman living with disabilities.

Chapters:

1. Tracy on trial
2. The Media Trial
3. coming Out of the Attic: a Brief History of Disabled People's Activism
4. Living with Disability
5. caring for a Disabled Child
6. Another Look

Appendix

Glossary of Disability Organization Acronyms

References

Interviews

About the Author

APPLICABLE REFERENCE FOR THE ISSUES OF:

EUTHANASIA

DISABILITIES

JUSTICE

MORAL CHOICE MAKING

The Book would help achieve the following objectives of the Curriculum Policy Document

FAMILY LIFE EDUCATION

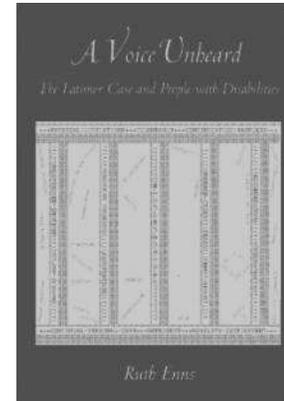
OVERALL EXPECTATIONS

By the end of this course, students will:

- demonstrate an understanding of the sacredness of the human person, body and spirit (CCC §2258-2262), from conception until natural death (CCC §2268-2283);
- recognize and explore the meaning of integrity and belonging in human life;
- understand the family life cycle;
- examine healthy patterns of relating with a focus on friendship, intimacy, sexuality and communication.

SPECIFIC EXPECTATIONS

By the end of this course, students will:



Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

- describe the ways in which human growth is distorted by relationships that involve exploitative, harassing or abusive behaviours;
- explore aspects of the family life cycle (including marriage, birth, raising children, children leaving home, old age, death), as well as the impact on families of premature death, separation or divorce, and the situation of blended families;
- articulate the qualities which are essential to the building of healthy relationships, with a particular focus on the positive impact of intimacy and mutuality;
- evaluate healthy and unhealthy attitudes to the human body and physical appearance;
- explore the meaning of respect for life from conception until natural death;

[Back to Grade 10 Curriculum](#)

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Family Life Education – Grade 11 College/University

A VOICE UNHEARD, THE LATIMER CASE AND PEOPLE WITH DISABILITIES

BOOK RUTH ENNS, 1999 176 pages

Written in a readable style by a Canadian woman living with disabilities.

Chapters:

1. Tracy on trial
2. The Media Trial
3. coming Out of the Attic: a Brief History of Disabled People's Activism
4. Living with Disability
5. caring for a Disabled Child
6. Another Look

Appendix

Glossary of Disability Organization Acronyms

References

Interviews

About the Author

APPLICABLE REFERENCE FOR THE ISSUES OF:

EUTHANASIA

DISABILITIES

JUSTICE

MORAL CHOICE MAKING



The Book would help achieve the following objectives of the Curriculum Policy Document

FAMILY LIFE EDUCATION

SPECIFIC EXPECTATIONS

By the end of this course, students will:

- analyse the impact of the family on the individual;
- critically assess the distorting messages of contemporary culture on the development of a positive Christian anthropology

[Back to Grade 11 College University Curriculum](#)

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Family Life Education – Grade 11 Workplace

A VOICE UNHEARD, THE LATIMER CASE AND PEOPLE WITH DISABILITIES

BOOK RUTH ENNS, 1999 176 pages

Written in a readable style by a Canadian woman living with disabilities.

Chapters:

1. Tracy on trial
2. The Media Trial
3. coming Out of the Attic: a Brief History of Disabled People's Activism
4. Living with Disability
5. caring for a Disabled Child
6. Another Look

Appendix

Glossary of Disability Organization Acronyms

References

Interviews

About the Author

APPLICABLE REFERENCE FOR THE ISSUES OF:

EUTHANASIA

DISABILITIES

JUSTICE

MORAL CHOICE MAKING

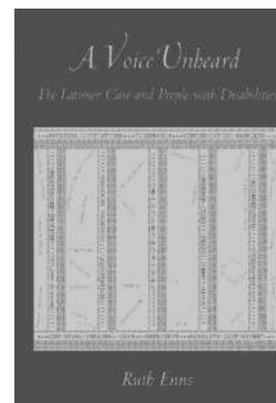
The Book would help achieve the following objectives of the Curriculum Policy Document

FAMILY LIFE EDUCATION

SPECIFIC EXPECTATIONS

By the end of this course, students will:

- analyse the impact of the family on the individual



[Back to Grade 11 Workplace Curriculum](#)

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Family Life Education – Grade 12 University

A VOICE UNHEARD, THE LATIMER CASE AND PEOPLE WITH DISABILITIES

BOOK RUTH ENNS, 1999 176 pages

Written in a readable style by a Canadian woman living with disabilities.

Chapters:

1. Tracy on trial
2. The Media Trial
3. coming Out of the Attic: a Brief History of Disabled People's Activism
4. Living with Disability
5. caring for a Disabled Child
6. Another Look

Appendix

Glossary of Disability Organization Acronyms

References

Interviews

About the Author

APPLICABLE REFERENCE FOR THE ISSUES OF:

EUTHANASIA

DISABILITIES

JUSTICE

MORAL CHOICE MAKING



The Book would help achieve the following objectives of the Curriculum Policy Document
FAMILY LIFE EDUCATION

OVERALL EXPECTATIONS

By the end of this course, students will:

- describe the meaning of “the intrinsic dignity of each human person,” and its impact on our inherent sense of responsibility towards self and others;
- define the family as a foundational context for Christian ethical and moral life;
- apply related Church teaching to values and practices that promote or undermine relationships and the sacredness of life.

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

SPECIFIC EXPECTATIONS

By the end of this course, students will:

- identify the many facets of humans; rational, emotional, physical, social, aesthetic, moral and spiritual in nature, and discuss how this impacts on moral living;
- describe ways of forming healthy and appropriate intimate relationships as long-range preparation for marriage and parenthood;
- describe ways in which the limits of human freedom can be challenging but can also offer opportunities for personal growth and fulfillment
- articulate a Christian understanding of the family as domestic church and the manner in which it participates in and contribute to a healthy and just society;
- identify the elements of a strong family:
- demonstrate an understanding and profound respect for the sacred gift of human procreation, the gift of children, the experience of parenting;
- describe the impact of secularism on a contemporary understanding of family (e.g., decline in size, definition of what constitutes family, role of family members, bereavement, mental illness, economic issues);
- demonstrate an understanding and proud respect for the scared gift of human procreation, the gift of children, and the experience of parenting;
- research and apply the Church’s teaching on the sacredness of human life from conception to natural death to issues such as euthanasia, stem cell research, the impact of STIs, contraception including natural family planning, genetic and reproductive technology, and assisted suicide.

[Back to Grade 12 University Curriculum](#)

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Family Life Education – Grade 12 College

Book: A Time to Choose Life – Ian Gentles, Editor
A VOICE UNHEARD,
THE LATIMER CASE AND PEOPLE WITH DISABILITIES

BOOK RUTH ENNS, 1999 176 pages

Written in a readable style by a Canadian woman living with disabilities.

Chapters:

1. Tracy on trial
2. The Media Trial
3. coming Out of the Attic: a Brief History of Disabled People's Activism
4. Living with Disability
5. caring for a Disabled Child
6. Another Look

Appendix

Glossary of Disability Organization Acronyms

References

Interviews

About the Author

APPLICABLE REFERENCE FOR THE ISSUES OF:

EUTHANASIA

DISABILITIES

JUSTICE

MORAL CHOICE MAKING

The Book would help achieve the following objectives of the Curriculum Policy Document

FAMILY LIFE EDUCATION

OVERALL EXPECTATIONS

By the end of this course, students will

- explore ways in which the family is called to be nurturing.

SPECIFIC EXPECTATIONS

By the end of this course, students will:

- report and discuss the various challenges to families (e.g., bereavement, family structures, mental illness, economic issues, reproductive issues);
- describe the nature of healthy families;
- explain how the family serves in moral and ethical formation



[Back to Grade 12 College Curriculum](#)

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Family Life Education – Grade 12 Workplace

Book: A Time to Choose Life – Ian Gentles, Editor
A VOICE UNHEARD,
THE LATIMER CASE AND PEOPLE WITH DISABILITIES

BOOK RUTH ENNS, 1999 176 pages

Written in a readable style by a Canadian woman living with disabilities.

Chapters:

1. Tracy on trial
2. The Media Trial
3. coming Out of the Attic: a Brief History of Disabled People’s Activism
4. Living with Disability
5. caring for a Disabled Child
6. Another Look

Appendix

Glossary of Disability Organization Acronyms

References

Interviews

About the Author

APPLICABLE REFERENCE FOR THE ISSUES OF:

EUTHANASIA

DISABILITIES

JUSTICE

MORAL CHOICE MAKING

The Book would help achieve the following objectives of the Curriculum Policy Document

FAMILY LIFE EDUCATION

OVERALL EXPECTATIONS

By the end of this course, students will

- identify how “the intrinsic dignity of each human person,” impacts on our inherent sense of responsibility towards self and others;
- apply related Church teaching to values and practices that undermine the sacredness of life.
- Define the family as domestic church, that is, a foundational context for ethical and moral development



Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

SPECIFIC EXPECTATIONS

By the end of this course, students will:

- describe ways in which the limits of human freedom can be challenging but can also offer opportunities for personal growth and fulfillment
- identify the elements of a strong family;
- demonstrate a Catholic understanding of and respect for the sacred gift of human procreation, the gift of children, and the experience of parenting;
- describe the manner in which the sacred gift of human procreation and life itself can be protected and apply Church teachings to related issues (e.g., natural family planning, contraception, reproductive and genetic technologies and the impact of STIs on human life and fertility).

[Back to Grade 12 Workplace Curriculum](#)

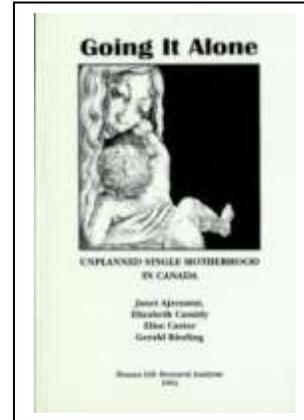
Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

GOING IT ALONE (BOOK) Human Life Research Institute
125 pages
Unplanned Single Motherhood In Canada (Janet Ajzenstat,
Elizabeth Cassidy, Elise Carter, Gerald Bierling)

Presents research study findings on the experiences of single women in Canada who became mothers after unplanned pregnancies.

Good source of useful Research for reports on this topic.



1994.

Chapters:

- 1 The Study
- 2 The Mothers *Socio-Economic Background*
- 3 Decision-Making In Crisis Pregnancy *Choosing to Parent/Rejecting Abortion*
- 4 Decision-Making In Crisis Pregnancy *Reasons/Determining Factors*
- 5 The Support Network *The Importance of Family and Friends*
- 6 The Baby's Father
- 7 Choice and Responsibility *Agencies, Mother and Women who have had Abortions*
- 8 Satisfaction With the Decision
- 9 Hard Facts *the Single Mother's Problems*
- 10 Conclusion
- 11 Appendixes
- 12 Bibliography

Should be used for Gr.11 and 12 Contemporary Issues

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Family Life Education – Grade 9

DVD: 22 Weeks, Empyrean Films, 28 minutes

22 Weeks is based on a true story. A young woman, Angela undergoes an abortion procedure in her 22nd week of pregnancy. After the procedure was begun, her child was born alive and moving in a bathroom at the clinic. Though she begged the clinic staff to help the baby, clinic staff left her and her son alone in the bathroom until the child died in her arms. Not until a friend called 911 for her did she receive any help.



When Angela holds her tiny baby in her arms and cries that she's sorry and she loves him, there is no doubt that that child is a real human being—a small, helpless representative of all the innocent victims of so-called “choice.”

Without preaching, the film communicates this truth in a way that is unforgettable.

A film about decisions, their effects and the echoes they leave behind. Based on the shocking World Net Daily article by Ron Strom, on victim's testimonies, and real 911 calls about one of the most controversial subjects of our time, "22 weeks" successfully confronts both sides of the spectrum and their perspective to the ongoing question: "what would you do?"

The DVD would help achieve the following objectives of the Curriculum Policy Document

FAMILY LIFE EDUCATION

OVERALL EXPECTATIONS

By the end of this course, students will:

- Explore the importance of fostering a positive, healthy self-esteem physically, intellectually, spiritually and socially;
- Discern personal values in light of Gospel values and Church teaching;
- Analyse the role of family in society and in the Church;
- Demonstrate an understanding of the importance of personal freedom in shaping interpersonal relationships;

SPECIFIC EXPECTATIONS

- Explain how a wide range of emotions can influence personal decisions, actions and relationships;
- Evaluate emotions in the light of good or evil actions;
- Recognize the importance of a healthy positive acceptance of self with strengths and weaknesses;
- Recognize and compare the signs of healthy and unhealthy relationships (e.g., bullying);
- explain the difference between forgiveness and reconciliation in relationships
- Examine the meaning of the word ‘love’ in light of the Gospel meaning and its use in society;
- Demonstrate a respect for the human body, in light of the sacredness of human life created by God

[Back to Grade 9 Curriculum](#)

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Family Life Education – Grade 10

DVD: 22 Weeks, Empyrean Films, 28 minutes

22 Weeks is based on a true story. A young woman, Angela undergoes an abortion procedure in her 22nd week of pregnancy. After the procedure was begun, her child was born alive and moving in a bathroom at the clinic. Though she begged the clinic staff to help the baby, clinic staff left her and her son alone in the bathroom until the child died in her arms. Not until a friend called 911 for her did she receive any help.



When Angela holds her tiny baby in her arms and cries that she's sorry and she loves him, there is no doubt that that child is a real human being—a small, helpless representative of all the innocent victims of so-called “choice.”

Without preaching, the film communicates this truth in a way that is unforgettable.

A film about decisions, their effects and the echoes they leave behind. Based on the shocking World Net Daily article by Ron Strom, on victim's testimonies, and real 911 calls about one of the most controversial subjects of our time, "22 weeks" successfully confronts both sides of the spectrum and their perspective to the ongoing question: "what would you do?"

The DVD would help achieve the following objectives of the Curriculum Policy Document
FAMILY LIFE EDUCATION

OVERALL EXPECTATIONS

By the end of this course, students will:

- demonstrate an understanding of the sacredness of the human person, body and spirit (CCC §2258-2262), from conception until natural death (CCC §2268-2283);
- recognize and explore the meaning of integrity and belonging in human life;
- examine healthy patterns of relating with a focus on friendship, intimacy, sexuality and communication.

SPECIFIC EXPECTATIONS

- describe the ways in which human growth is distorted by relationships that involve exploitative, harassing or abusive behaviours;
- explore the issues of sexual attraction and sexual decision making in the light of chastity and the consequences of sexual activity
- articulate the qualities which are essential to the building of healthy relationships, with a particular focus on the positive impact of intimacy and mutuality;
- explore the meaning of respect for life from conception until natural death

[Back to Grade 10 Curriculum](#)

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Family Life Education – Grade 11 University/College

DVD: 22 Weeks, Empyrean Films, 28 minutes

22 Weeks is based on a true story. A young woman, Angela undergoes an abortion procedure in her 22nd week of pregnancy. After the procedure was begun, her child was born alive and moving in a bathroom at the clinic. Though she begged the clinic staff to help the baby, clinic staff left her and her son alone in the bathroom until the child died in her arms. Not until a friend called 911 for her did she receive any help.



When Angela holds her tiny baby in her arms and cries that she's sorry and she loves him, there is no doubt that that child is a real human being—a small, helpless representative of all the innocent victims of so-called “choice.”

Without preaching, the film communicates this truth in a way that is unforgettable.

A film about decisions, their effects and the echoes they leave behind. Based on the shocking World Net Daily article by Ron Strom, on victim's testimonies, and real 911 calls about one of the most controversial subjects of our time, "22 weeks" successfully confronts both sides of the spectrum and their perspective to the ongoing question: "what would you do?"

The DVD would help achieve the following objectives of the Curriculum Policy Document
FAMILY LIFE EDUCATION

SPECIFIC EXPECTATIONS

- critically assess the distorting messages of contemporary culture on the development of a positive Christian anthropology;
- demonstrate skills contributing to the development of an inclusive community whose hallmark is hospitality

[Back to Grade 11 College University Curriculum](#)

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Family Life Education – Grade 11 Workplace

DVD: 22 Weeks, Empyrean Films, 28 minutes

22 Weeks is based on a true story. A young woman, Angela undergoes an abortion procedure in her 22nd week of pregnancy. After the procedure was begun, her child was born alive and moving in a bathroom at the clinic. Though she begged the clinic staff to help the baby, clinic staff left her and her son alone in the bathroom until the child died in her arms. Not until a friend called 911 for her did she receive any help.



When Angela holds her tiny baby in her arms and cries that she's sorry and she loves him, there is no doubt that that child is a real human being—a small, helpless representative of all the innocent victims of so-called “choice.”

Without preaching, the film communicates this truth in a way that is unforgettable.

A film about decisions, their effects and the echoes they leave behind. Based on the shocking World Net Daily article by Ron Strom, on victim's testimonies, and real 911 calls about one of the most controversial subjects of our time, "22 weeks" successfully confronts both sides of the spectrum and their perspective to the ongoing question: "what would you do?"

The DVD would help achieve the following objectives of the Curriculum Policy Document
FAMILY LIFE EDUCATION

SPECIFIC EXPECTATIONS

- demonstrate skills contributing to the development of an inclusive community whose hallmark is hospitality

[Back to Grade 11 Workplace Curriculum](#)

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Family Life Education – Grade 12 University

DVD: 22 Weeks, Empyrean Films, 28 minutes

22 Weeks is based on a true story. A young woman, Angela undergoes an abortion procedure in her 22nd week of pregnancy. After the procedure was begun, her child was born alive and moving in a bathroom at the clinic. Though she begged the clinic staff to help the baby, clinic staff left her and her son alone in the bathroom until the child died in her arms. Not until a friend called 911 for her did she receive any help.



When Angela holds her tiny baby in her arms and cries that she's sorry and she loves him, there is no doubt that that child is a real human being—a small, helpless representative of all the innocent victims of so-called “choice.”

Without preaching, the film communicates this truth in a way that is unforgettable.

A film about decisions, their effects and the echoes they leave behind. Based on the shocking World Net Daily article by Ron Strom, on victim's testimonies, and real 911 calls about one of the most controversial subjects of our time, "22 weeks" successfully confronts both sides of the spectrum and their perspective to the ongoing question: "what would you do?"

The DVD would help achieve the following objectives of the Curriculum Policy Document
FAMILY LIFE EDUCATION

OVERALL EXPECTATIONS

By the end of this course, students will:

- describe the meaning of “the intrinsic dignity of each human person,” and its impact on our inherent sense of responsibility towards self and others;
- define the family as a foundational context for Christian ethical and moral life;
- apply related Church teaching to values and practices that promote or undermine relationships and the sacredness of life.

SPECIFIC EXPECTATIONS

By the end of this course, students will:

- identify the many facets of humans; rational, emotional, physical, social, aesthetic, moral and spiritual in nature, and discuss how this impacts on moral living;
- describe ways in which the limits of human freedom can be challenging but can also offer opportunities for personal growth and fulfillment

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

- demonstrate an understanding and profound respect for the sacred gift of human procreation, the gift of children, the experience of parenting;
- describe the impact of secularism on a contemporary understanding of family (e.g., decline in size, definition of what constitutes family, role of family members, bereavement, mental illness, economic issues);
- describe the manner in which the sacred gift of human procreation and life itself can be protected (including a description and moral assessment of the impact of natural family planning, contraception, reproductive and genetic technologies and STIs on human life and fertility);
- research and apply the Church’s teaching on the sacredness of human life from conception to natural death to issues such as euthanasia, stem cell research, the impact of STIs, contraception including natural family planning, genetic and reproductive technology, and assisted suicide.

[Back to Grade 12 University Curriculum](#)

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Family Life Education – Grade 12 College

DVD: 22 Weeks, Empyrean Films, 28 minutes

22 Weeks is based on a true story. A young woman, Angela undergoes an abortion procedure in her 22nd week of pregnancy. After the procedure was begun, her child was born alive and moving in a bathroom at the clinic. Though she begged the clinic staff to help the baby, clinic staff left her and her son alone in the bathroom until the child died in her arms. Not until a friend called 911 for her did she receive any help.



When Angela holds her tiny baby in her arms and cries that she's sorry and she loves him, there is no doubt that that child is a real human being—a small, helpless representative of all the innocent victims of so-called “choice.”

Without preaching, the film communicates this truth in a way that is unforgettable.

A film about decisions, their effects and the echoes they leave behind. Based on the shocking World Net Daily article by Ron Strom, on victim's testimonies, and real 911 calls about one of the most controversial subjects of our time, "22 weeks" successfully confronts both sides of the spectrum and their perspective to the ongoing question: "what would you do?"

The DVD would help achieve the following objectives of the Curriculum Policy Document
FAMILY LIFE EDUCATION

OVERALL EXPECTATIONS

By the end of this course, students will:

- explore ways in which the family is called to be nurturing;

SPECIFIC EXPECTATIONS

- report and discuss the various challenges to families (e.g., bereavement, family structures, mental illness, economic issues, reproductive issues);
- describe the nature of healthy families

[Back to Grade 12 College Curriculum](#)

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Family Life Education – Grade 12 Workplace

DVD: 22 Weeks, Empyrean Films, 28 minutes

22 Weeks is based on a true story. A young woman, Angela undergoes an abortion procedure in her 22nd week of pregnancy. After the procedure was begun, her child was born alive and moving in a bathroom at the clinic. Though she begged the clinic staff to help the baby, clinic staff left her and her son alone in the bathroom until the child died in her arms. Not until a friend called 911 for her did she receive any help.



When Angela holds her tiny baby in her arms and cries that she's sorry and she loves him, there is no doubt that that child is a real human being—a small, helpless representative of all the innocent victims of so-called “choice.”

Without preaching, the film communicates this truth in a way that is unforgettable.

A film about decisions, their effects and the echoes they leave behind. Based on the shocking World Net Daily article by Ron Strom, on victim's testimonies, and real 911 calls about one of the most controversial subjects of our time, "22 weeks" successfully confronts both sides of the spectrum and their perspective to the ongoing question: "what would you do?"

The DVD would help achieve the following objectives of the Curriculum Policy Document
FAMILY LIFE EDUCATION

OVERALL EXPECTATIONS

By the end of this course, students will:

- identify how “the intrinsic dignity of each human person,” impacts on our inherent sense of responsibility towards self and others;
- define the family as Domestic Church, that is, a foundational context for ethical and moral development;
- apply related Church teaching to values and practices that undermine the sacredness of life.

SPECIFIC EXPECTATIONS

- describe ways in which the limits of human freedom can be challenging but can also offer opportunities for personal growth and fulfillment (e.g., living fully with a disability);
- demonstrate a Catholic understanding of and respect for the sacred gift of human procreation, the gift of children, and the experience of parenting;
- describe the manner in which the sacred gift of human procreation and life itself can be protected and apply Church teachings to related issues (e.g., natural family planning, contraception, reproductive and genetic technologies and the impact of STIs on human life and fertility).

[Back to Grade 12 Workplace Curriculum](#)

**Ontario Catholic Secondary
Curriculum Policy Document for Religious Education**



**QUESTIONS FOR THE DVD
“22 WEEKS”**

1. This film is about Angela Menzer. How far along in her pregnancy is she?
2. The doctor at the abortion clinic offers her the choice of two procedures. The first involves tearing apart the child and vacuuming out the placenta and remaining tissue, a procedure he refers to as “suction”. What does the second procedure involve? What reason does Angela give to her friend, Shannon, for choosing this procedure?
3. How does Angela react at the time of the abortion? Give reasons why she may have reacted this way.
4. The people outside the abortion clinic with their mouths taped shut represent those who have no voice in the abortion procedure/debate. How do you react when see them?
5. What event pointed to a problem with the abortion?
6. What did the staff at the abortion clinic tell Angela to do with the remains of the baby? Why did she not follow their instructions?
7. How did Angela feel when she saw her child? How do you know?
8. How did the abortion clinic staff respond to the presence of the paramedics? Why?
9. In what way did the coroner’s report exonerate the abortion clinic?
10. In what way do the people standing outside the clinic with their mouths taped shut represent Angela? In what way do they represent her baby?
11. What is the Born Alive Act? Is it still in force in the US? Is there a Canadian equivalent?

Ontario Catholic Secondary
Curriculum Policy Document for Religious Education

**ANSWERS FOR THE
QUESTIONS FOR THE DVD
“22 WEEKS”**



This film is about Angela Menzer. How far along in her pregnancy is she?

She is 22 weeks into her pregnancy, or as the doctor says, “mid-way through her second trimester”.

1. The doctor at the abortion clinic offers her the choice of two procedures. The first involves tearing apart the child and vacuuming out the placenta and remaining tissue, a procedure he refers to as “suction”. What does the second procedure involve? What reason does Angela give to her friend, Shannon, for choosing this procedure?
The second procedure involves injecting digoxin into the heart of the unborn child, killing it. Drugs are then administered to the women so that she will go into labour to deliver the dead baby.
Angela chooses this abortion over the other because she doesn't want the baby to suffer. She is appalled at the thought of the baby being torn apart.
2. How does Angela react at the time of the abortion? Give reasons why she may have reacted this way.
She begins to scream and cry.
Answers will vary, but could include any of:
 - ***she is afraid***
 - ***she is in pain***
 - ***she now knows what she is doing***
 - ***she wants the procedure to stop***
3. The people outside the abortion clinic with their mouths taped shut represent those who have no voice in the abortion procedure/debate. How do you react when see them?
Answers will vary.
4. What event pointed to a problem with the abortion?
Angela continued to feel the baby move.
DO NOT ACCEPT the answer that she was bleeding heavily. That is the reality of an abortion procedure in which the woman is expected to deliver the dead baby.

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

5. What did the staff at the abortion clinic tell Angela to do with the remains of the baby? Why did she not follow their instructions?
*The staff told her to flush everything down the toilet.
She could not do so because the baby was still alive and moving.*
6. How did Angela feel when she saw her child? How do you know?
*She was terrified at first, but then was protective when she saw that the baby was still alive. She was also terribly remorseful for what she had done.
We know because she called her friend to call 911. She then picked up the child and cradled him in her arms, and began talking to him in soothing tones. She also repeated over and over, "I'm so sorry."*
7. How did the abortion clinic staff respond to the presence of the paramedics? Why?
*The staff stated that there was no emergency and refused to let them in.
The expulsion of a dead/dying child is part of the procedure that Angela chose; for the staff this did not constitute an emergency, despite the Born Alive Act.*
8. In what way did the coroner's report exonerate the abortion clinic?
It claimed that the child's death was due to "extreme prematurity due to induced labour"; it mentioned nothing about abortion, or the fact that the child was born alive but denied medical help.
9. In what way do the people standing outside the clinic with their mouths taped shut represent Angela? In what way do they represent her baby?
*They represent Angela in that she did not ask any questions of the doctor about the potential risks of the abortion. She simply wanted to end her pregnancy.
They represent Angela's unborn child in that he had no one to advocate on his behalf.*
10. What is the Born Alive Act? Is it still in force in the US? Is there a Canadian equivalent?
*The Born Alive Act is a US law that states that any child born before term, regardless of the circumstances of his/her birth, must be given medical care. This means that children who survive an abortion, must receive care.
This law is no longer in effect in the US. It was vetoed by President Obama.
There is no equivalent in Canada. There is NO law concerning abortion in Canada at all, which means that it can and is performed at any and all stages of pregnancy, for any and no reason, up to the time of delivery.*

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Family Life Education – Grade 9

DVD: A Distant Thunder Parking Lot Productions, 2005, 35 minutes



"[A Distant Thunder](#)" is a compelling movie that combines supernatural chills with courtroom drama to expose the reality of partial-birth abortion. The plot of "A Distant Thunder" centers on a nurse who has accused an abortionist of killing a baby he accidentally delivered alive while attempting a partial-birth abortion. The case is prosecuted by 'pro-choice' prosecutor Ann Brown, who experiences a series of harrowing events that mirror the steps taken in a partial birth abortion.

In the final scene we discover that the woman who had this abortion was Ann's mother. In light of this we now see this film as "what might have been had this child lived".

Director Jonathan Flora's impetus for writing "A Distant Thunder" was his personal tribulation of being involved in an abortion decision when in college and then encountering infertility problems years later after he married.

Due to complex nature of the film, teachers are strongly advised to handout and review the questions *prior* to watching the film. Students are to be encouraged to answer the questions *while* viewing the film.

The DVD would help achieve the following objectives of the Curriculum Policy Document

FAMILY LIFE EDUCATION

OVERALL EXPECTATIONS

By the end of this course, students will:

- Explore the importance of fostering a positive, healthy self-esteem physically, intellectually, spiritually and socially;
- Discern personal values in light of Gospel values and Church teaching;
- Analyse the role of family in society and in the Church;
- Demonstrate an understanding of the importance of personal freedom in shaping interpersonal relationships;

SPECIFIC EXPECTATIONS

- Explain how a wide range of emotions can influence personal decisions, actions and relationships;
- Evaluate emotions in the light of good or evil actions;
- Recognize the importance of a healthy positive acceptance of self with strengths and weaknesses;
- Recognize and compare the signs of healthy and unhealthy relationships (e.g., bullying);
- explain the difference between forgiveness and reconciliation in relationships
- Examine the meaning of the word 'love' in light of the Gospel meaning and its use in society;
- Demonstrate a respect for the human body, in light of the sacredness of human life created by God

[Back to Grade 9 Curriculum](#)

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Family Life Education – Grade 10

DVD: A distant Thunder Parking Lot Productions, 2005, 35 minutes



"[A Distant Thunder](#)" is a compelling movie that combines supernatural chills with courtroom drama to expose the reality of partial-birth abortion. The plot of "A Distant Thunder" centers on a nurse who has accused an abortionist of killing a baby he accidentally delivered alive while attempting a partial-birth abortion. The case is prosecuted by 'pro-choice' prosecutor Ann Brown, who experiences a series of harrowing events that mirror the steps taken in a partial birth abortion. In the final scene we discover that the woman who had this abortion was Ann's mother. In light of this we now see this film as "what might have been had this child lived".

Director Jonathan Flora's impetus for writing "A Distant Thunder" was his personal tribulation of being involved in an abortion decision when in college and then encountering infertility problems years later after he married.

Due to complex nature of the film, teachers are strongly advised to handout and review the questions prior to watching the film. Students are to be encouraged to answer the questions while viewing the film.

The DVD would help achieve the following objectives of the Curriculum Policy Document
FAMILY LIFE EDUCATION

OVERALL EXPECTATIONS

By the end of this course, students will:

- demonstrate an understanding of the sacredness of the human person, body and spirit (CCC §2258-2262), from conception until natural death (CCC §2268-2283);
- recognize and explore the meaning of integrity and belonging in human life;
- examine healthy patterns of relating with a focus on friendship, intimacy, sexuality and communication.

SPECIFIC EXPECTATIONS

- describe the ways in which human growth is distorted by relationships that involve exploitative, harassing or abusive behaviours;
- explore the issues of sexual attraction and sexual decision making in the light of chastity and the consequences of sexual activity
- explore aspects of the family life cycle(including marriage, birth, raising children, children leaving home, old age, death) as well as the impact on families of premature death, separation or divorce, and the situation of blended families;
- explore the meaning of respect for life from conception until natural death

[Back to Grade 10 Curriculum](#)

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Family Life Education – Grade 11 University/College

DVD: A Distant Thunder Parking Lot Productions, 2005, 35 minutes



"[A Distant Thunder](#)" is a compelling movie that combines supernatural chills with courtroom drama to expose the reality of partial-birth abortion. The plot of "A Distant Thunder" centers on a nurse who has accused an abortionist of killing a baby he accidentally delivered alive while attempting a partial-birth abortion. The case is prosecuted by 'pro-choice' prosecutor Ann Brown, who experiences a series of harrowing events that mirror the steps taken in a partial birth abortion. In the final scene we discover that the woman who had this abortion was Ann's mother. In light of this we now see this film as "what might have been had this child lived".

Director Jonathan Flora's impetus for writing "A Distant Thunder" was his personal tribulation of being involved in an abortion decision when in college and then encountering infertility problems years later after he married.

Due to complex nature of the film, teachers are strongly advised to handout and review the questions prior to watching the film. Students are to be encouraged to answer the questions while viewing the film.

The DVD would help achieve the following objectives of the Curriculum Policy Document
FAMILY LIFE EDUCATION

SPECIFIC EXPECTATIONS

- critically assess the distorting messages of contemporary culture on the development of a positive Christian anthropology;
- demonstrate skills contributing to the development of an inclusive community whose hallmark is hospitality

[Back to Grade 11 College University Curriculum](#)

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Family Life Education – Grade 11 Workplace

DVD: A distant Thunder Parking Lot Productions, 2005, 35 minutes



“[A Distant Thunder](#)” is a compelling movie that combines supernatural chills with courtroom drama to expose the reality of partial-birth abortion. The plot of "A Distant Thunder" centers on a nurse who has accused an abortionist of killing a baby he accidentally delivered alive while attempting a partial-birth abortion. The case is prosecuted by 'pro-choice' prosecutor Ann Brown, who experiences a series of harrowing events that mirror the steps taken in a partial birth abortion. In the final scene we discover that the woman who had this abortion was Ann’s mother. In light of this we now see this film as “what might have been had this child lived”.

Director Jonathan Flora's impetus for writing "A Distant Thunder" was his personal tribulation of being involved in an abortion decision when in college and then encountering infertility problems years later after he married.

Due to complex nature of the film, teachers are strongly advised to handout and review the questions prior to watching the film. Students are to be encouraged to answer the questions while viewing the film.

The DVD would help achieve the following objectives of the Curriculum Policy Document
FAMILY LIFE EDUCATION

SPECIFIC EXPECTATIONS

- demonstrate skills contributing to the development of an inclusive community whose hallmark is hospitality

[Back to Grade 11 Workplace Curriculum](#)

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Family Life Education – Grade 12 University

DVD: A distant Thunder Parking Lot Productions, 2005, 35 minutes



“[A Distant Thunder](#)” is a compelling movie that combines supernatural chills with courtroom drama to expose the reality of partial-birth abortion. The plot of "A Distant Thunder" centers on a nurse who has accused an abortionist of killing a baby he accidentally delivered alive while attempting a partial-birth abortion. The case is prosecuted by 'pro-choice' prosecutor Ann Brown, who experiences a series of harrowing events that mirror the steps taken in a partial birth abortion. In the final scene we discover that the woman who had this abortion was Ann’s mother. In light of this we now see this film as “what might have been had this child lived”.

Director Jonathan Flora's impetus for writing "A Distant Thunder" was his personal tribulation of being involved in an abortion decision when in college and then encountering infertility problems years later after he married.

Due to complex nature of the film, teachers are strongly advised to handout and review the questions prior to watching the film. Students are to be encouraged to answer the questions while viewing the film.

The DVD would help achieve the following objectives of the Curriculum Policy Document
FAMILY LIFE EDUCATION

OVERALL EXPECTATIONS

By the end of this course, students will:

- describe the meaning of “the intrinsic dignity of each human person,” and its impact on our inherent sense of responsibility towards self and others;
- define the family as a foundational context for Christian ethical and moral life;
- apply related Church teaching to values and practices that promote or undermine relationships and the sacredness of life.

SPECIFIC EXPECTATIONS

By the end of this course, students will:

- identify the many facets of humans; rational, emotional, physical, social, aesthetic, moral and spiritual in nature, and discuss how this impacts on moral living;
- describe ways in which the limits of human freedom can be challenging but can also offer opportunities for personal growth and fulfillment

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

- articulate a Christian understanding of the family as domestic church and the manner in which it participates in and contributes to a healthy and just society;
- demonstrate an understanding and profound respect for the sacred gift of human procreation, the gift of children, the experience of parenting;
- describe the impact of secularism on a contemporary understanding of family (e.g., decline in size, definition of what constitutes family, role of family members, bereavement, mental illness, economic issues);
- describe the manner in which the sacred gift of human procreation and life itself can be protected (including a description and moral assessment of the impact of natural family planning, contraception, reproductive and genetic technologies and STIs on human life and fertility);
- research and apply the Church's teaching on the sacredness of human life from conception to natural death to issues such as euthanasia, stem cell research, the impact of STIs, contraception including natural family planning, genetic and reproductive technology, and assisted suicide.

[Back to Grade 12 University Curriculum](#)

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Family Life Education – Grade 12 College

DVD: A Distant Thunder Parking Lot Productions, 2005, 35 minutes



“[A Distant Thunder](#)” is a compelling movie that combines supernatural chills with courtroom drama to expose the reality of partial-birth abortion. The plot of "A Distant Thunder" centers on a nurse who has accused an abortionist of killing a baby he accidentally delivered alive while attempting a partial-birth abortion. The case is prosecuted by ‘pro-choice’ prosecutor Ann Brown, who experiences a series of harrowing events that mirror the steps taken in a partial birth abortion. In the final scene we discover that the woman who had this abortion was Ann’s mother. In light of this we now see this film as “what might have been had this child lived”.

Director Jonathan Flora's impetus for writing "A Distant Thunder" was his personal tribulation of being involved in an abortion decision when in college and then encountering infertility problems years later after he married.

Due to complex nature of the film, teachers are strongly advised to handout and review the questions *prior* to watching the film. Students are to be encouraged to answer the questions *while* viewing the film.

The DVD would help achieve the following objectives of the Curriculum Policy Document
FAMILY LIFE EDUCATION

OVERALL EXPECTATIONS

By the end of this course, students will:

- explore ways in which the family is called to be nurturing;

SPECIFIC EXPECTATIONS

- report and discuss the various challenges to families (e.g., bereavement, family structures, mental illness, economic issues, reproductive issues);
- describe the nature of healthy families

[Back to Grade 12 College Curriculum](#)

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Family Life Education – Grade 12 Workplace

DVD: A Distant Thunder Parking Lot Productions, 2005, 35 minutes



"[A Distant Thunder](#)" is a compelling movie that combines supernatural chills with courtroom drama to expose the reality of partial-birth abortion. The plot of "A Distant Thunder" centers on a nurse who has accused an abortionist of killing a baby he accidentally delivered alive while attempting a partial-birth abortion. The case is prosecuted by 'pro-choice' prosecutor Ann Brown, who experiences a series of harrowing events that mirror the steps taken in a partial birth abortion.

In the final scene we discover that the woman who had this abortion was Ann's mother. In light of this we now see this film as "what might have been had this child lived".

Director Jonathan Flora's impetus for writing "A Distant Thunder" was his personal tribulation of being involved in an abortion decision when in college and then encountering infertility problems years later after he married.

Due to complex nature of the film, teachers are strongly advised to handout and review the questions *prior* to watching the film. Students are to be encouraged to answer the questions *while* viewing the film.

The DVD would help achieve the following objectives of the Curriculum Policy Document
FAMILY LIFE EDUCATION

OVERALL EXPECTATIONS

By the end of this course, students will:

- identify how "the intrinsic dignity of each human person," impacts on our inherent sense of responsibility towards self and others;
- define the family as Domestic Church, that is, a foundational context for ethical and moral development;
- apply related Church teaching to values and practices that undermine the sacredness of life.

SPECIFIC EXPECTATIONS

- describe ways in which the limits of human freedom can be challenging but can also offer opportunities for personal growth and fulfillment (e.g., living fully with a disability);
- demonstrate a Catholic understanding of and respect for the sacred gift of human procreation, the gift of children, and the experience of parenting;
- describe the manner in which the sacred gift of human procreation and life itself can be protected and apply Church teachings to related issues (e.g., natural family planning, contraception, reproductive and genetic technologies and the impact of STIs on human life and fertility).

[Back to Grade 12 Workplace Curriculum](#)

Ontario Catholic Secondary
Curriculum Policy Document for Religious Education



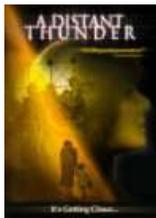
DISCUSSION QUESTIONS
for
A Distant Thunder

- 1) What is the medical condition of the young woman in the opening scene? What two possibilities exist for this condition?
- 2) Who is Ann Brown?
- 3) List the strange things that happen to her.
- 4) List the steps in a partial-birth abortion.
- 5) Who is Ann Brown in relation to the young woman in the opening scene?

Ontario Catholic Secondary
Curriculum Policy Document for Religious Education

DISCUSSION QUESTIONS

for
A Distant Thunder
ANSWER SHEET



- 1) What is the medical condition of the young woman in the opening scene?
She is pregnant

What two possibilities exist for this condition?

She is either going to deliver the child or have an abortion

- 2) Who is Ann Brown?

Ann is a single woman whose profession is Prosecuting Attorney.

- 3) List the strange things that happen to her.

She senses and sees evil in the people around her.

She is pulled by her feet from her bed one night

She experiences intense pain in her head ; one day in the shower she finds blood flowing from the base of her head.

- 4) List the steps in a partial-birth abortion.

- the baby is turned in the womb so that he/she is no longer upside down, but right side up

- the baby is partially delivered by pulling on the feet and legs; the body is delivered, but the head remains in the birth canal

- scissors are inserted into the nap of the neck and opened

- into the hole created by the scissors, the canula is inserted; it is attached to a medical aspirator; the aspirator is turned on and the brains are sucked out of the skull, which collapses; the dead child is then totally removed from the birth canal

- 5) Who is Ann Brown in relation to the young woman in the opening scene?

Ann Brown is the dead child of the woman in the opening scene.

That woman obviously had a partial-birth abortion, the very procedure that took Ann's life. The woman herself acknowledges this when she sobs that she is sorry, but she didn't know what else to do.

"The only thing that abortion does for you is to make you the mother or father of a dead baby. In life, there is no "undo" button."

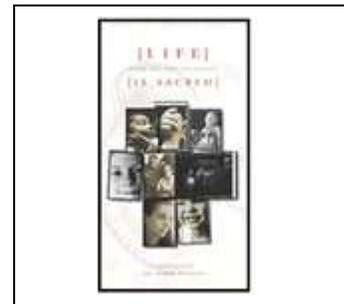
Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Family Life Education – Grade 9

DVD *Life is Sacred, Focus on the Family*, 2005, 6 minutes

When you think of the term “sacred”, what comes to mind?
Religious ceremonies? Ancient writings under glass in a museum?
Beautiful medieval cathedrals? Or How about you? Yes – you!



“Life is Sacred” reveals the truth behind the master craftsman of the human soul and His image – mind, will, emotions and creativity – is irrefutably engraved into each one of us.

God spoke the very world into existence, but He reserved His very breath for man.
Life is sacred.

The DVD would help achieve the following objectives of the Curriculum Policy Document
FAMILY LIFE EDUCATION

OVERALL EXPECTATIONS

- explore the importance of fostering a positive, healthy self-esteem physically, intellectually, spiritually and socially;
- discern personal values in light of Gospel values and Church teaching;
- Analyze the role of family in society and in the Church
- demonstrates an understanding of the importance of personal freedom in shaping interpersonal relationships.

SPECIFIC EXPECTATIONS

- explain how a wide range of emotions can influence personal decisions, actions, and relationships;
- evaluate emotions in the light of good or evil actions;
- recognize the importance of a healthy positive acceptance of self, with strengths and weakness;
- recognize and compare the signs of healthy and unhealthy relationships (e.g., bullying);
- examine the meaning of the word ‘love’ in light of the Gospel meaning and its use in society;
- demonstrate a respect for the human body, in light of the sacredness of human life created by God;
- describe the Christian family as the basis of society and as domestic Church

[Back to Grade 9 Curriculum](#)

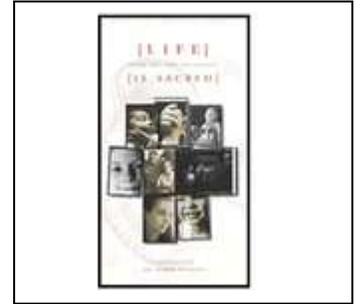
Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Family Life Education – Grade 10

DVD *Life is Sacred, Focus on the Family, 2005, 6 minutes*

When you think of the term “sacred”, what comes to mind?
Religious ceremonies? Ancient writings under glass in a museum?
Beautiful medieval cathedrals? Or How about you? Yes – you!



“Life is Sacred” reveals the truth behind the master craftsman of the human soul and His image – mind, will, emotions and creativity – is irrefutably engraved into each one of us.

God spoke the very world into existence, but He reserved His very breath for man.
Life is sacred.

The DVD would help achieve the following objectives of the Curriculum Policy Document
FAMILY LIFE EDUCATION

OVERALL EXPECTATIONS

- demonstrate an understanding of the sacredness of the human person, body and spirit (CCC §2258-2262), from conception until natural death (CCC §2268-2283);
- recognize and explore the meaning of integrity and belonging in human life;
- understand the family life cycle;
- examine healthy patterns of relating with a focus on friendship, intimacy, sexuality and communication.

SPECIFIC EXPECTATIONS

- explore aspects of the family life cycle (including marriage, birth, raising children, children leaving home, old age, death), as well as the impact on families of premature death, separation or divorce, and the situation of blended families;
- articulate the qualities which are essential to the building of healthy relationships, with a particular focus on the positive impact of intimacy and mutuality;
- explore the meaning of respect for life from conception until natural death

[Back to Grade 10 Curriculum](#)

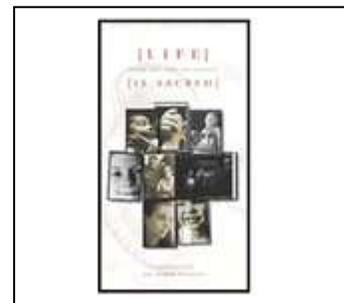
Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Family Life Education – Grade 11 – College/University

DVD Life is Sacred, Focus on the Family, 2005, 6 minutes

When you think of the term “sacred”, what comes to mind?
Religious ceremonies? Ancient writings under glass in a museum?
Beautiful medieval cathedrals? Or How about you? Yes – you!



“Life is Sacred” reveals the truth behind the master craftsman of the human soul and His image – mind, will, emotions and creativity – is irrefutably engraved into each one of us.

God spoke the very world into existence, but He reserved His very breath for man.
Life is sacred.

The DVD would help achieve the following objectives of the Curriculum Policy Document
FAMILY LIFE EDUCATION

OVERALL EXPECTATIONS

- explain the stages of faith development recognizing that the person and life of Christ is the primary guide for the spiritual journey;

SPECIFIC EXPECTATIONS

- analyze the impact of the family on the individual;
- critically assess the distorting messages of contemporary culture on the development of a positive Christian anthropology

[Back to Grade 11 College University Curriculum](#)

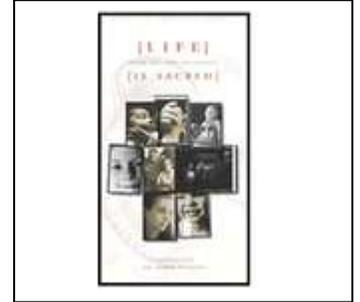
Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Family Life Education – Grade 11 – Workplace

DVD Life is Sacred, Focus on the Family, 2005, 6 minutes

When you think of the term “sacred”, what comes to mind?
Religious ceremonies? Ancient writings under glass in a museum?
Beautiful medieval cathedrals? Or How about you? Yes – you!



“Life is Sacred” reveals the truth behind the master craftsman of the human soul and His image – mind, will, emotions and creativity – is irrefutably engraved into each one of us.

God spoke the very world into existence, but He reserved His very breath for man.
Life is sacred.

The DVD would help achieve the following objectives of the Curriculum Policy Document
FAMILY LIFE EDUCATION

OVERALL EXPECTATIONS

- explain the stages of faith development recognizing that the person and life of Christ is the primary guide for the spiritual journey;

SPECIFIC EXPECTATIONS

- analyze the impact of the family on the individual

[Back to Grade 11 Workplace Curriculum](#)

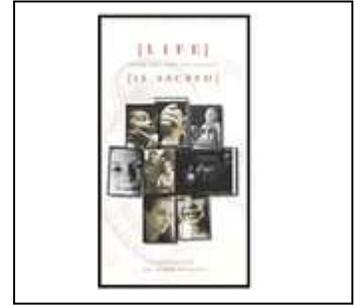
Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Family Life Education – Grade 12 – University

DVD *Life is Sacred, Focus on the Family*, 2005, 6 minutes

When you think of the term “sacred”, what comes to mind?
Religious ceremonies? Ancient writings under glass in a museum?
Beautiful medieval cathedrals? Or How about you? Yes – you!



“Life is Sacred” reveals the truth behind the master craftsman of the human soul and His image – mind, will, emotions and creativity – is irrefutably engraved into each one of us.

God spoke the very world into existence, but He reserved His very breath for man.
Life is sacred.

The DVD would help achieve the following objectives of the Curriculum Policy Document
FAMILY LIFE EDUCATION

OVERALL EXPECTATIONS

- describe the meaning of “the intrinsic dignity of each human person,” and its impact on our inherent sense of responsibility towards self and others;
- define the family as a foundational context for Christian ethical and moral life;
- apply related Church teaching to values and practices that promote or undermine relationships and the sacredness of life.

SPECIFIC EXPECTATIONS

- identify the many facets of humans; rational, emotional, physical, social, aesthetic, moral and spiritual in nature, and discuss how this impacts on moral living;
- articulate a Christian understanding of the family as domestic church and the manner in which it participates in and contributes to a healthy and just society;
- identify the elements of a strong family;
- describe the impact of secularism on a contemporary understanding of family (e.g., decline in size, definition of what constitutes family, role of family members, bereavement, mental illness, economic issues);
- demonstrate an understanding and profound respect for the sacred gift of human procreation, the gift of children, the experience of parenting

[Back to Grade 12 University Curriculum](#)

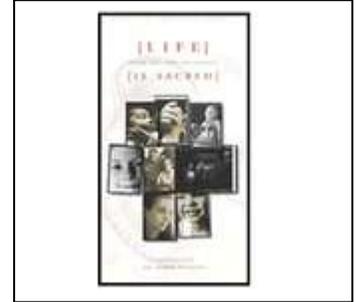
Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Family Life Education – Grade 12 – College

DVD Life is Sacred, Focus on the Family, 2005, 6 minutes

When you think of the term “sacred”, what comes to mind?
Religious ceremonies? Ancient writings under glass in a museum?
Beautiful medieval cathedrals? Or How about you? Yes – you!



“Life is Sacred” reveals the truth behind the master craftsman of the human soul and His image – mind, will, emotions and creativity – is irrefutably engraved into each one of us.

God spoke the very world into existence, but He reserved His very breath for man.
Life is sacred.

The DVD would help achieve the following objectives of the Curriculum Policy Document
FAMILY LIFE EDUCATION

OVERALL EXPECTATIONS

- explore ways in which the family is called to be nurturing.

SPECIFIC EXPECTATIONS

- describe the nature of healthy families;
- explain how the family serves in moral and ethical formation

[Back to Grade 12 College Curriculum](#)

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Family Life Education – Grade 12 - Workplace

DVD *Life is Sacred, Focus on the Family, 2005, 6 minutes*

When you think of the term “sacred”, what comes to mind?
Religious ceremonies? Ancient writings under glass in a museum?
Beautiful medieval cathedrals? Or How about you? Yes – you!



“Life is Sacred” reveals the truth behind the master craftsman of the human soul and His image – mind, will, emotions and creativity – is irrefutably engraved into each one of us.

God spoke the very world into existence, but He reserved His very breath for man.
Life is sacred.

The DVD would help achieve the following objectives of the Curriculum Policy Document
FAMILY LIFE EDUCATION

OVERALL EXPECTATIONS

- identify how “the intrinsic dignity of each human person,” impacts on our inherent sense of responsibility towards self and others;
- define the family as Domestic Church, that is, a foundational context for ethical and moral development;
- apply related Church teaching to values and practices that undermine the sacredness of life.

SPECIFIC EXPECTATIONS

- describe essential components for building healthy intimate relationships (e.g., family, friendships, romantic relationships, etc.) in their lives, and examine the ways in which all relationships influence human growth;
- discuss a Christian understanding of the family as domestic church and the manner in which it participates in and contributes to a healthy and just society;
- demonstrate a Catholic understanding of and respect for the sacred gift of human procreation, the gift of children, and the experience of parenting;
- describe the manner in which the sacred gift of human procreation and life itself can be protected and apply Church teachings to related issues (e.g., natural family planning, contraception, reproductive and genetic technologies and the impact of STIs on human life and fertility).

[Back to Grade 12 Workplace Curriculum](#)

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Discussion Sessions for “Life is Sacred”



1. “The natural world is held today in higher esteem than humankind.”
To facilitate this discussion, have students recount the laws and organizations that protect the natural world VS the lack of legislation protecting human life, especially in Canada.
2. “Every human life is worthy of protection, love and honour.”
To facilitate this discussion, present students with the philosophies of utilitarianism (humans are valuable because of what they can do) vs humanitarianism (humans are valuable because of who they are). Have students discuss the impact of both philosophies on the society in which they live and their own lives.
3. “Even Jesus was once an embryo.”
This is a personal reflection or journal entry topic. Does this statement make any difference to the student? In what way(s) does it?
4. “The first step in sharing the truth of who we are, is to ask the question, ‘Do you value your own life as sacred?’ and the second concerns how you view others: ‘Can you look deeper and see beyond the physical?’
This is a personal reflection or journal entry topic. How does the student see himself/herself: as sacred or mundane? As unique and special, or common and trivial? As deserving of protection and honour, or as simply a part of the physical world? Then have the students reflect on how they view others, using the same criteria.
5. “A person is more than just a body and therefore should be treated with dignity, because the body holds a sacred soul.”
Have the students read or read to the students Genesis 1:27
**“And God created man in His own image,
In the image of God, He created him;
Male and female, He created them.”**
*Discuss the topic statement and the Bible quote in terms of what we are called to: eternity, holiness, righteousness, justice, compassion, love, fidelity, etc.
How should this make a difference in our everyday lives?*

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Family Life Education – Grade 9

Book: Euthanasia and Assisted Suicide – Ian Gentles, Editor

Euthanasia and Assisted Suicide is a collection of six essays on the legal trends; societal attitudes; palliative care and the problem of pain. The essays are written clearly and dispassionately from the pro-life perspective. Eminent scholars and doctors review the ideological issues and examine the medical implications and consequences of euthanasia and assisted suicide. The book is divided into six sections:



- 1) Essay 1: Charting the Legal Trends
An examination of Euthanasia in Canada, the United States, and the Netherlands
- 2) Essay 2: Invulnerable Nothings; Sue Rodrigues and the Supreme Court of Canada
A detailed look at the challenge brought forth by Sue Rodrigues for assisted suicide and a detailed analysis of the Supreme Court's decision.
- 3) Essay 3: The Final Taboo Rethinking Death With Dignity
In depth responses to the commonly held attitudes promoting Euthanasia
- 4) Essay 4: As Life Ends; Professional Care Givers on Terminal Care and Euthanasia
A study done by the Human Life Research Institute on pain control, foregoing medical procedures, and the ethics of euthanasia from a medical professional perspective.
- 5) Essay 5: Euthanasia and the Elderly: A Pilot Study
Another study done by the Human Life Research Institute on the attitudes of the elderly regarding trust in their doctors, refusing medical treatment, the fear of pain and the support for euthanasia.
- 6) Essay 6: Fear and False Promises; The Challenge of Pain in the Terminally Ill
This essay is written by a professor and pain specialist who provides a comparison of the media portrayal of death to the new advances in palliative pain management.

This book will provide students with essential background knowledge to address the issues of Euthanasia and Assisted Suicide, since these issues are not going to go away!

6 essays – 131 pages

The book would help achieve the following objectives of the Curriculum Policy Document

FAMILY LIFE EDUCATION

OVERALL EXPECTATIONS

By the end of this course, students will:

- explore the importance of fostering a positive, healthy self-esteem physically, intellectually, spiritually and socially;
- discern personal values in light of Gospel values and Church teaching;
- analyse the role of family in society and in the Church (CCC §2201-2233);
- demonstrate an understanding of the importance of personal freedom in shaping interpersonal relationships.

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

SPECIFIC EXPECTATIONS

By the end of this course, students will:

- explain how a wide range of emotions can influence personal decisions, actions, and relationships;
- evaluate emotions in the light of good or evil actions;
- recognize and compare the signs of healthy and unhealthy relationships (e.g., bullying);
- demonstrate a respect for the human body, in light of the sacredness of human life created by God;
- examine the meaning of the word ‘love’ in light of the Gospel meaning and its use in society

[Back to Grade 9 Curriculum](#)

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Family Life Education – Grade 10

Book: Euthanasia and Assisted Suicide – Ian Gentles, Editor

Euthanasia and Assisted Suicide is a collection of six essays on the legal trends; societal attitudes; palliative care and the problem of pain. The essays are written clearly and dispassionately from the pro-life perspective. Eminent scholars and doctors review the ideological issues and examine the medical implications and consequences of euthanasia and assisted suicide. The book is divided into six sections:



- 1) Essay 1: Charting the Legal Trends
An examination of Euthanasia in Canada, the United States, and the Netherlands
- 2) Essay 2: Invulnerable Nothings; Sue Rodrigues and the Supreme Court of Canada
A detailed look at the challenge brought forth by Sue Rodrigues for assisted suicide and a detailed analysis of the Supreme Court's decision.
- 3) Essay 3: The Final Taboo Rethinking Death With Dignity
In depth responses to the commonly held attitudes promoting Euthanasia
- 4) Essay 4: As Life Ends; Professional Care Givers on Terminal Care and Euthanasia
A study done by the Human Life Research Institute on pain control, foregoing medical procedures, and the ethics of euthanasia from a medical professional perspective.
- 5) Essay 5: Euthanasia and the Elderly: A Pilot Study
Another study done by the Human Life Research Institute on the attitudes of the elderly regarding trust in their doctors, refusing medical treatment, the fear of pain and the support for euthanasia.
- 6) Essay 6: Fear and False Promises; The Challenge of Pain in the Terminally Ill
This essay is written by a professor and pain specialist who provides a comparison of the media portrayal of death to the new advances in palliative pain management.

This book will provide students with essential background knowledge to address the issues of Euthanasia and Assisted Suicide, since these issues are not going to go away!

6 essays – 131 pages

The book would help achieve the following objectives of the Curriculum Policy Document

FAMILY LIFE EDUCATION

OVERALL EXPECTATIONS

By the end of this course, students will:

- demonstrate an understanding of the sacredness of the human person, body and spirit (CCC §2258-2262), from conception until natural death (CCC §2268-2283);
- recognize and explore the meaning of integrity and belonging in human life;
- describe the stages of cognitive and affective development throughout the life span;
- understand the family life cycle;

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

SPECIFIC EXPECTATIONS

By the end of this course, students will:

- describe the ways in which human growth is distorted by relationships that involve exploitative, harassing or abusive behaviours;
- explore aspects of the family life cycle (including marriage, birth, raising children, children leaving home, old age, death), as well as the impact on families of premature death, separation or divorce, and the situation of blended families;
- articulate the qualities which are essential to the building of healthy relationships, with a particular focus on the positive impact of intimacy and mutuality;
- evaluate healthy and unhealthy attitudes to the human body and physical appearance;
- explore the meaning of respect for life from conception until natural death

[Back to Grade 10 Curriculum](#)

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Family Life Education – Grade 11 College/University

Book: Euthanasia and Assisted Suicide – Ian Gentles, Editor

Euthanasia and Assisted Suicide is a collection of six essays on the legal trends; societal attitudes; palliative care and the problem of pain. The essays are written clearly and dispassionately from the pro-life perspective. Eminent scholars and doctors review the ideological issues and examine the medical implications and consequences of euthanasia and assisted suicide.



The book is divided into six sections:

- 1) Essay 1: Charting the Legal Trends
An examination of Euthanasia in Canada, the United States, and the Netherlands
- 2) Essay 2: Invulnerable Nothings; Sue Rodrigues and the Supreme Court of Canada
A detailed look at the challenge brought forth by Sue Rodrigues for assisted suicide and a detailed analysis of the Supreme Court's decision.
- 3) Essay 3: The Final Taboo Rethinking Death With Dignity
In depth responses to the commonly held attitudes promoting Euthanasia
- 4) Essay 4: As Life Ends; Professional Care Givers on Terminal Care and Euthanasia
A study done by the Human Life Research Institute on pain control, foregoing medical procedures, and the ethics of euthanasia from a medical professional perspective.
- 5) Essay 5: Euthanasia and the Elderly: A Pilot Study
Another study done by the Human Life Research Institute on the attitudes of the elderly regarding trust in their doctors, refusing medical treatment, the fear of pain and the support for euthanasia.
- 6) Essay 6: Fear and False Promises; The Challenge of Pain in the Terminally Ill
This essay is written by a professor and pain specialist who provides a comparison of the media portrayal of death to the new advances in palliative pain management.

This book will provide students with essential background knowledge to address the issues of Euthanasia and Assisted Suicide, since these issues are not going to go away!

6 essays – 131 pages

The book would help achieve the following objectives of the Curriculum Policy Document

FAMILY LIFE EDUCATION

SPECIFIC EXPECTATIONS

By the end of this course, students will:

- analyse the impact of the family on the individual;
- critically assess the distorting messages of contemporary culture on the development of a positive Christian anthropology

[Back to Grade 11 College University Curriculum](#)

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Family Life Education – Grade 11 Workplace

Book: Euthanasia and Assisted Suicide – Ian Gentles, Editor

Euthanasia and Assisted Suicide is a collection of six essays on the legal trends; societal attitudes; palliative care and the problem of pain. The essays are written clearly and dispassionately from the pro-life perspective. Eminent scholars and doctors review the ideological issues and examine the medical implications and consequences of euthanasia and assisted suicide. The book is divided into six sections:



- 1) Essay 1: Charting the Legal Trends
An examination of Euthanasia in Canada, the United States, and the Netherlands
- 2) Essay 2: Invulnerable Nothings; Sue Rodrigues and the Supreme Court of Canada
A detailed look at the challenge brought forth by Sue Rodrigues for assisted suicide and a detailed analysis of the Supreme Court's decision.
- 3) Essay 3: The Final Taboo Rethinking Death With Dignity
In depth responses to the commonly held attitudes promoting Euthanasia
- 4) Essay 4: As Life Ends; Professional Care Givers on Terminal Care and Euthanasia
A study done by the Human Life Research Institute on pain control, foregoing medical procedures, and the ethics of euthanasia from a medical professional perspective.
- 5) Essay 5: Euthanasia and the Elderly: A Pilot Study
Another study done by the Human Life Research Institute on the attitudes of the elderly regarding trust in their doctors, refusing medical treatment, the fear of pain and the support for euthanasia.
- 6) Essay 6: Fear and False Promises; The Challenge of Pain in the Terminally Ill
This essay is written by a professor and pain specialist who provides a comparison of the media portrayal of death to the new advances in palliative pain management.

This book will provide students with essential background knowledge to address the issues of Euthanasia and Assisted Suicide, since these issues are not going to go away!

6 essays – 131 pages

The book would help achieve the following objectives of the Curriculum Policy Document

FAMILY LIFE EDUCATION

SPECIFIC EXPECTATIONS

By the end of this course, students will:

- analyse the impact of the family on the individual

[Back to Grade 11 Workplace Curriculum](#)

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Family Life Education – Grade 12 University

Book: Euthanasia and Assisted Suicide – Ian Gentles, Editor

Euthanasia and Assisted Suicide is a collection of six essays on the legal trends; societal attitudes; palliative care and the problem of pain. The essays are written clearly and dispassionately from the pro-life perspective. Eminent scholars and doctors review the ideological issues and examine the medical implications and consequences of euthanasia and assisted suicide. The book is divided into six sections:



- 1) Essay 1: Charting the Legal Trends
An examination of Euthanasia in Canada, the United States, and the Netherlands
- 2) Essay 2: Invulnerable Nothings; Sue Rodrigues and the Supreme Court of Canada
A detailed look at the challenge brought forth by Sue Rodrigues for assisted suicide and a detailed analysis of the Supreme Court's decision.
- 3) Essay 3: The Final Taboo Rethinking Death With Dignity
In depth responses to the commonly held attitudes promoting Euthanasia
- 4) Essay 4: As Life Ends; Professional Care Givers on Terminal Care and Euthanasia
A study done by the Human Life Research Institute on pain control, foregoing medical procedures, and the ethics of euthanasia from a medical professional perspective.
- 5) Essay 5: Euthanasia and the Elderly: A Pilot Study
Another study done by the Human Life Research Institute on the attitudes of the elderly regarding trust in their doctors, refusing medical treatment, the fear of pain and the support for euthanasia.
- 6) Essay 6: Fear and False Promises; The Challenge of Pain in the Terminally Ill
This essay is written by a professor and pain specialist who provides a comparison of the media portrayal of death to the new advances in palliative pain management.

This book will provide students with essential background knowledge to address the issues of Euthanasia and Assisted Suicide, since these issues are not going to go away!

6 essays – 131 pages

The book would help achieve the following objectives of the Curriculum Policy Document

FAMILY LIFE EDUCATION

OVERALL EXPECTATIONS

By the end of this course, students will:

- describe the meaning of “the intrinsic dignity of each human person,” and its impact on our inherent sense of responsibility towards self and others;
- define the family as a foundational context for Christian ethical and moral life;
- apply related Church teaching to values and practices that promote or undermine relationships and the sacredness of life.

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

SPECIFIC EXPECTATIONS

By the end of this course, students will:

- identify the many facets of humans; rational, emotional, physical, social, aesthetic, moral and spiritual in nature, and discuss how this impacts on moral living;
- describe ways in which the limits of human freedom can be challenging but can also offer opportunities for personal growth and fulfillment;
- articulate a Christian understanding of the family as domestic church and the manner in which it participates in and contributes to a healthy and just society;
- describe the impact of secularism on a contemporary understanding of family (e.g., decline in size, definition of what constitutes family, role of family members, bereavement, mental illness, economic issues);
- research and apply the Church's teaching on the sacredness of human life from conception to natural death to issues such as euthanasia, stem cell research, the impact of STIs, contraception including natural family planning, genetic and reproductive technology, and assisted suicide.

[Back to Grade 12 University Curriculum](#)

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Family Life Education – Grade 12 College

Book: Euthanasia and Assisted Suicide – Ian Gentles, Editor

Euthanasia and Assisted Suicide is a collection of six essays on the legal trends; societal attitudes; palliative care and the problem of pain. The essays are written clearly and dispassionately from the pro-life perspective. Eminent scholars and doctors review the ideological issues and examine the medical implications and consequences of euthanasia and assisted suicide. The book is divided into six sections:



- 1) Essay 1: Charting the Legal Trends
An examination of Euthanasia in Canada, the United States, and the Netherlands
- 2) Essay 2: Invulnerable Nothings; Sue Rodrigues and the Supreme Court of Canada
A detailed look at the challenge brought forth by Sue Rodrigues for assisted suicide and a detailed analysis of the Supreme Court's decision.
- 3) Essay 3: The Final Taboo Rethinking Death With Dignity
In depth responses to the commonly held attitudes promoting Euthanasia
- 4) Essay 4: As Life Ends; Professional Care Givers on Terminal Care and Euthanasia
A study done by the Human Life Research Institute on pain control, foregoing medical procedures, and the ethics of euthanasia from a medical professional perspective.
- 5) Essay 5: Euthanasia and the Elderly: A Pilot Study
Another study done by the Human Life Research Institute on the attitudes of the elderly regarding trust in their doctors, refusing medical treatment, the fear of pain and the support for euthanasia.
- 6) Essay 6: Fear and False Promises; The Challenge of Pain in the Terminally Ill
This essay is written by a professor and pain specialist who provides a comparison of the media portrayal of death to the new advances in palliative pain management.

This book will provide students with essential background knowledge to address the issues of Euthanasia and Assisted Suicide, since these issues are not going to go away!

6 essays – 131 pages

The book would help achieve the following objectives of the Curriculum Policy Document

FAMILY LIFE EDUCATION

OVERALL EXPECTATIONS

By the end of this course, students will

- explore ways in which the family is called to be nurturing.

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

SPECIFIC EXPECTATIONS

By the end of this course, students will:

- report and discuss the various challenges to families (e.g., bereavement, family structures, mental illness, economic issues, reproductive issues);
- explain how the family serves in moral and ethical formation

[Back to Grade 12 College Curriculum](#)

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Family Life Education – Grade 12 Workplace

Book: Euthanasia and Assisted Suicide – Ian Gentles, Editor

Euthanasia and Assisted Suicide is a collection of six essays on the legal trends; societal attitudes; palliative care and the problem of pain. The essays are written clearly and dispassionately from the pro-life perspective. Eminent scholars and doctors review the ideological issues and examine the medical implications and consequences of euthanasia and assisted suicide. The book is divided into six sections:



- 1) Essay 1: Charting the Legal Trends
An examination of Euthanasia in Canada, the United States, and the Netherlands
- 2) Essay 2: Invulnerable Nothings; Sue Rodrigues and the Supreme Court of Canada
A detailed look at the challenge brought forth by Sue Rodrigues for assisted suicide and a detailed analysis of the Supreme Court's decision.
- 3) Essay 3: The Final Taboo Rethinking Death With Dignity
In depth responses to the commonly held attitudes promoting Euthanasia
- 4) Essay 4: As Life Ends; Professional Care Givers on Terminal Care and Euthanasia
A study done by the Human Life Research Institute on pain control, foregoing medical procedures, and the ethics of euthanasia from a medical professional perspective.
- 5) Essay 5: Euthanasia and the Elderly: A Pilot Study
Another study done by the Human Life Research Institute on the attitudes of the elderly regarding trust in their doctors, refusing medical treatment, the fear of pain and the support for euthanasia.
- 6) Essay 6: Fear and False Promises; The Challenge of Pain in the Terminally Ill
This essay is written by a professor and pain specialist who provides a comparison of the media portrayal of death to the new advances in palliative pain management.

This book will provide students with essential background knowledge to address the issues of Euthanasia and Assisted Suicide, since these issues are not going to go away!

6 essays – 131 pages

The book would help achieve the following objectives of the Curriculum Policy Document

FAMILY LIFE EDUCATION

OVERALL EXPECTATIONS

By the end of this course, students will

- identify how “the intrinsic dignity of each human person,” impacts on our inherent sense of responsibility towards self and others;
- apply related Church teaching to values and practices that undermine the sacredness of life.

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

SPECIFIC EXPECTATIONS

By the end of this course, students will:

- describe ways in which the limits of human freedom can be challenging but can also offer opportunities for personal growth and fulfillment (e.g., living fully with a disability);

[Back to Grade 12 Workplace Curriculum](#)

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Family Life Education – Grade 9

Video: “180” Ray Comfort, Produced by Living Waters, www.180movie.com
www.livingwaters.com, Running Time: 33 minutes

180 is a gripping, logical, and emotionally powerful message about life truth. It has the potential to change the hearts of millions regarding the abortion holocaust. Ray Comfort takes the events of the Holocaust and compares them to the killing today of so-called “unwanted” babies. As young adults who are interviewed in the film are forced to connect the legalized killing of Jews with society’s acceptance of the killing of unborn children, they are seen changing their minds to oppose abortion.



and
the

The video would help achieve the following objectives of the Curriculum Policy Document
FAMILY LIFE EDUCATION

OVERALL EXPECTATIONS

By the end of this course, students will:

- explore the importance of fostering a positive, healthy self-esteem physically, intellectually, spiritually and socially;
- discern personal values in light of Gospel values and Church teaching;

SPECIFIC EXPECTATIONS

By the end of this course, students will:

- explain how a wide range of emotions can influence personal decisions, actions, and relationships;
- evaluate emotions in the light of good or evil actions;
- demonstrate a respect for the human body, in light of the sacredness of human life created by God

[Back to Grade 9 Curriculum](#)

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Family Life Education – Grade 10

Video: “180” Ray Comfort, Produced by Living Waters, www.180movie.com
www.livingwaters.com, Running Time: 33 minutes

180 is a gripping, logical, and emotionally powerful message about life truth. It has the potential to change the hearts of millions regarding the abortion holocaust. Ray Comfort takes the events of the Holocaust and compares them to the killing today of so-called unwanted babies. As young adults who are interviewed in the film are forced to connect the legalized killing of Jews with society’s acceptance of the killing of unborn children, they are seen changing their minds to oppose abortion.



and
the

The video would help achieve the following objectives of the Curriculum Policy Document
FAMILY LIFE EDUCATION

OVERALL EXPECTATIONS

By the end of this course, students will:

- demonstrate an understanding of the sacredness of the human person, body and spirit (CCC §2258-2262), from conception until natural death (CCC §2268-2283);
- recognize and explore the meaning of integrity and belonging in human life;

SPECIFIC EXPECTATIONS

By the end of this course, students will:

- describe the ways in which human growth is distorted by relationships that involve exploitative, harassing or abusive behaviours;
- evaluate healthy and unhealthy attitudes to the human body and physical appearance;
- explore the meaning of respect for life from conception until natural death;

[Back to Grade 10 Curriculum](#)

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Family Life Education – Grade 11 College / University

Video: “180” Ray Comfort, Produced by Living Waters, www.180movie.com
www.livingwaters.com, Running Time: 33 minutes

180 is a gripping, logical, and emotionally powerful message about life truth. It has the potential to change the hearts of millions regarding the abortion holocaust. Ray Comfort takes the events of the Holocaust and compares them to the killing today of `so-called unwanted babies. As young adults who are interviewed in the film are forced to connect the legalized killing of Jews with society’s acceptance of the killing of unborn children, they are seen changing their minds to oppose abortion.



and
the

The video would help achieve the following objectives of the Curriculum Policy Document

FAMILY LIFE EDUCATION

SPECIFIC EXPECTATIONS

By the end of this course, students will:

- critically assess the distorting messages of contemporary culture on the development of a positive Christian anthropology;

[Back to Grade 11 University Curriculum](#)

[Back to Grade 11 College Curriculum](#)

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Family Life Education – Grade 12 University

Video: “180” Ray Comfort, Produced by Living Waters, www.180movie.com
www.livingwaters.com, Running Time: 33 minutes

180 is a gripping, logical, and emotionally powerful message about life truth. It has the potential to change the hearts of millions regarding the abortion holocaust. Ray Comfort takes the events of the Holocaust and compares them to the killing today of so-called unwanted babies. As young adults who are interviewed in the film are forced to connect the legalized killing of Jews with society’s acceptance of the killing of unborn children, they are seen changing their minds to oppose abortion.



and
the

The video would help achieve the following objectives of the Curriculum Policy Document
FAMILY LIFE EDUCATION

OVERALL EXPECTATIONS

By the end of this course, students will:

- describe the meaning of “the intrinsic dignity of each human person,” and its impact on our inherent sense of responsibility towards self and others;
- apply related Church teaching to values and practices that promote or undermine relationships and the sacredness of life

SPECIFIC EXPECTATIONS

By the end of this course, students will:

- identify the many facets of humans; rational, emotional, physical, social, aesthetic, moral and spiritual in nature, and discuss how this impacts on moral living;
- demonstrate an understanding and profound respect for the sacred gift of human procreation, the gift of children, the experience of parenting;
- describe the manner in which the sacred gift of human procreation and life itself can be protected (including a description and moral assessment of the impact of natural family planning, contraception, reproductive and genetic technologies and STIs on human life and fertility);

[Back to Grade 12 University Curriculum](#)

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Family Life Education – Grade 12 Workplace

Video: “180” Ray Comfort, Produced by Living Waters, www.180movie.com
www.livingwaters.com, Running Time: 33 minutes

180 is a gripping, logical, and emotionally powerful message about life truth. It has the potential to change the hearts of millions regarding the abortion holocaust. Ray Comfort takes the events of the Holocaust and compares them to the killing today of so-called unwanted babies. As young adults who are interviewed in the film are forced to connect the legalized killing of Jews with society’s acceptance of the killing of unborn children, they are seen changing their minds to oppose abortion.



and
the

The video would help achieve the following objectives of the Curriculum Policy Document
FAMILY LIFE EDUCATION

OVERALL EXPECTATIONS

By the end of this course, students will:

- apply related Church teaching to values and practices that undermine the sacredness of life.
- identify how “the intrinsic dignity of each human person,” impacts on our inherent sense of responsibility towards self and others;

SPECIFIC EXPECTATIONS

By the end of this course, students will:

- demonstrate a Catholic understanding of and respect for the sacred gift of human procreation, the gift of children, and the experience of parenting;
- describe the manner in which the sacred gift of human procreation and life itself can be protected and apply Church teachings to related issues (e.g., natural family planning, contraception, reproductive and genetic technologies and the impact of STDs on human life and fertility.)

[Back to Grade 12 Workplace Curriculum](#)

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Family Life Education 180 Question Sheet

- 1) Fill in the blank:
Those who forget history are destined to _____ it.
- 2) What emotions did Hitler use to make the German people go against the Jews, the Christians and the others that he wanted to eliminate?
- 3) How did Hitler create his own image of God?
- 4) What was his aim?
- 5) Complete Hitler's quote: "He alone who owns the youth owns the _____."
- 6) What was Hitler's entire propaganda campaign based on?
- 7) Would you drive the bulldozer in Nazi Germany in 1943 and bury the Jews alive? Why or why not?
- 8) What three things are clearly shown on an ultrasound of a 6 week old baby?
- 9) What change to the legal status of the Jews did Hitler make to allow for their killing? What is the legal status of the unborn in Canada?
- 10) If it is not OK to kill Jews or Christians or Down Syndrome children, why do people say it is OK to kill babies in the womb?
- 11) Analyze each of the answers from question 10) in light of the Commandment "You shall not kill"
- 12) Circle the correct answer. How many unborn children have been murdered in the United States of America in the first 37 years after Roe vs. Wade?
 - a. 10,678,431
 - b. 53,310,843
 - c. 5,000,012
- 13) Circle the correct answer. Since the government first legalized abortion in 1969, how many children in the womb have been killed in Canada?
 - a) over 3,000,000
 - b) over 300,000
 - c) over 30,000



Ontario Catholic Secondary
Curriculum Policy Document for Religious Education

Family Life Education
180 Answer Sheet



- 1) repeat
- 2) fear and hatred
- 3) He sent the real church pastors to the concentration camp and appointed Nazi pastors. He re-wrote the 10 Commandments. He wrote and published his own Bible. He re-defined who Jesus was. He created his own version of the cross – the swastika
- 4) to control and dominate
- 5) world
- 6) lies and hatred
- 7) *answers will vary*
- 8) eyes, hands and heart
- 9) He had the Supreme Court of Germany declare that all Jews were not “people”. The Criminal Code of Canada says that they are not “human beings”
- 10) People justify the killing of children in the womb with
 - I can't look after him or her
 - I don't want a baby
 - The baby is defective and won't have a good quality of life
 - This baby was conceived in rape or incest
 - *Any other justification used*
- 11) *Answers will vary*
- 12) b) 53,310,843
a) over 3,000,000

Ontario Catholic Secondary

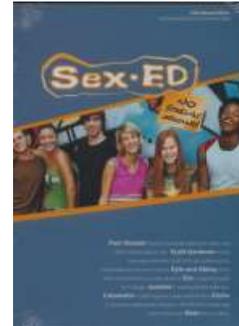
Curriculum Policy Document for Religious Education

Family Life Education – Grade 9

DVD: “Sex-Ed” Pam Stenzel, Produced, Directed, Filmed and Edited by Reel Insyte
www.reelinsyte.com, www.pamstenzel.com

Running Time: 30 minutes

Sex Ed is a unique DVD that showcases testimonies of students and a newly married couple as well as Pam Stenzel and other counseling professionals that deal with the struggles teens face in relationships. This engaging DVD, is sure to generate discussion about the importance of abstinence until marriage. Students will be challenged with the truth that if they have sex outside of one monogamous relationship, there will be consequences. The questions they will be encouraged to answer are: what are the costs and are they worth paying?



The video would help achieve the following objectives of the Curriculum Policy Document
FAMILY LIFE EDUCATION

OVERALL EXPECTATIONS

By the end of this course, students will:

- explore the importance of fostering a positive, healthy self-esteem physically, intellectually, spiritually and socially;
- discern personal values in light of Gospel values and Church teaching;
- demonstrate an understanding of the importance of personal freedom in shaping interpersonal relationships.

SPECIFIC EXPECTATIONS

By the end of this course, students will:

- explain how a wide range of emotions can influence personal decisions, actions, and relationships;
- evaluate emotions in the light of good or evil actions;
- recognize the importance of a healthy positive acceptance of self, with strengths and weakness;
- recognize and compare the signs of healthy and unhealthy relationships (e.g., bullying);
- examine the meaning of the word ‘love’ in light of the Gospel meaning and its use in society;
- define chastity and understand why it is a Christian virtue;
- analyse sexual decision-making in relation to the meaning of chastity (CCC §2337-2359);
- demonstrate a respect for the human body, in light of the sacredness of human life created by God
- describe symptoms, treatments and prevention of major sexually-transmitted infections including HIV/AIDS, and their effect on human fertility and life.

[Back to Grade 9 Curriculum](#)

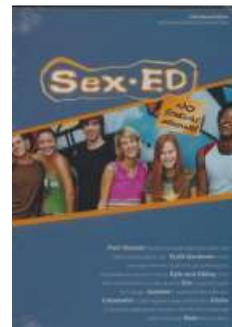
Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Family Life Education – Grade 10

DVD: “Sex-Ed” Pam Stenzel, Produced, Directed, Filmed and Edited by Reel Insyte
www.reelinsynte.com, www.pamstenzel.com
Running Time: 30 minutes

Sex Ed is a unique DVD that showcases testimonies of students and a newly married couple as well as Pam Stenzel and other counseling professionals that deal with the struggles teens face in relationships. This engaging DVD, is sure to generate discussion about the importance of abstinence until marriage. Students will be challenged with the truth that if they have sex outside of one monogamous relationship, there will be consequences. The questions they will be encouraged to answer are: what are the costs and are they worth paying?



The video would help achieve the following objectives of the Curriculum Policy Document
FAMILY LIFE EDUCATION

OVERALL EXPECTATIONS

By the end of this course, students will:

- demonstrate an understanding of the sacredness of the human person, body and spirit (CCC §2258-2262), from conception until natural death (CCC §2268-2283);
- recognize and explore the meaning of integrity and belonging in human life;

SPECIFIC EXPECTATIONS

By the end of this course, students will:

- describe the ways in which human growth is distorted by relationships that involve exploitative, harassing or abusive behaviours;
- explore the issues of sexual attraction and sexual decision-making in the light of chastity and the consequences of pre-marital sexual activity (CCC §2337-2359);
- articulate the qualities which are essential to the building of healthy relationships, with a particular focus on the positive impact of intimacy and mutuality;
- evaluate healthy and unhealthy attitudes to the human body and physical appearance;
- define and discuss the importance of sexuality and sexual attraction as gifts from God;
- describe how sexual decision-making is guided by the virtue of chastity, with a particular focus on identifying the physical, emotional, social and spiritual consequences of pre-marital sexual activity;

[Back to Grade 10 Curriculum](#)

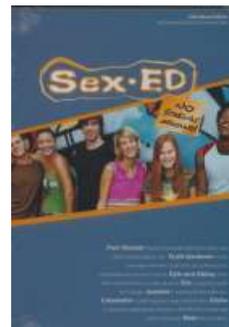
Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Family Life Education – Grade 11 College/University

DVD: “Sex-Ed” Pam Stenzel, Produced, Directed, Filmed and Edited by Reel Insyte
www.reelinsyte.com, www.pamstenzel.com
Running Time: 30 minutes

Sex Ed is a unique DVD that showcases testimonies of students and a newly married couple as well as Pam Stenzel and other counseling professionals that deal with the struggles teens face in relationships. This engaging DVD, is sure to generate discussion about the importance of abstinence until marriage. Students will be challenged with the truth that if they have sex outside of one monogamous relationship, there will be consequences. The questions they will be encouraged to answer are: what are the costs and are they worth paying?



The video would help achieve the following objectives of the Curriculum Policy Document
FAMILY LIFE EDUCATION

OVERALL EXPECTATIONS

By the end of this course, students will:

- recognize that understanding and valuing the full meaning of sexuality is an ongoing life challenge guided by the virtue of chastity;
- critique the attitudes and behaviours that depersonalize human sexuality;

SPECIFIC EXPECTATIONS

By the end of this course, students will:

- critique the depersonalizing attitudes and behaviours associated with sexuality (e.g., masturbation, pornography, promiscuity, prostitution, homophobia);
- critically assess the distorting messages of contemporary culture on the development of a positive Christian anthropology;

[Back to Grade 11 College/University Curriculum](#)

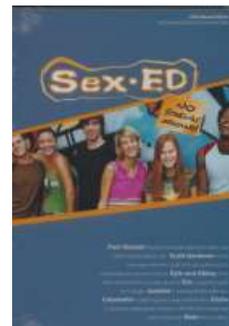
Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Family Life Education – Grade 11 Workplace

DVD: “Sex-Ed” Pam Stenzel, Produced, Directed, Filmed and Edited by Reel Insyte
www.reelinsyte.com, www.pamstenzel.com
Running Time: 30 minutes

Sex Ed is a unique DVD that showcases testimonies of students and a newly married couple as well as Pam Stenzel and other counseling professionals that deal with the struggles teens face in relationships. This engaging DVD, is sure to generate discussion about the importance of abstinence until marriage. Students will be challenged with the truth that if they have sex outside of one monogamous relationship, there will be consequences. The questions they will be encouraged to answer are: what are the costs and are they worth paying?



The video would help achieve the following objectives of the Curriculum Policy Document
FAMILY LIFE EDUCATION

OVERALL EXPECTATIONS

By the end of this course, students will:

- recognize that understanding and valuing the full meaning of sexuality is an ongoing life challenge guided by the virtue of chastity;
- critique the attitudes and behaviours that depersonalize human sexuality;

SPECIFIC EXPECTATIONS

By the end of this course, students will:

- critique the depersonalizing attitudes and behaviours associated with sexuality (e.g., masturbation, pornography, promiscuity, prostitution, homophobia);

[Back to Grade 11 Workplace Curriculum](#)

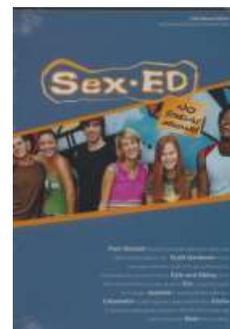
Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Family Life Education – Grade 12 University

DVD: “Sex-Ed” Pam Stenzel, Produced, Directed, Filmed and Edited by Reel Insyte
www.reelinsyte.com, www.pamstenzel.com
Running Time: 30 minutes

Sex Ed is a unique DVD that showcases testimonies of students and a newly married couple as well as Pam Stenzel and other counseling professionals that deal with the struggles teens face in relationships. This engaging DVD, is sure to generate discussion about the importance of abstinence until marriage. Students will be challenged with the truth that if they have sex outside of one monogamous relationship, there will be consequences. The questions they will be encouraged to answer are: what are the costs and are they worth paying?



The video would help achieve the following objectives of the Curriculum Policy Document
FAMILY LIFE EDUCATION

OVERALL EXPECTATIONS

By the end of this course, students will:

- describe the meaning of “the intrinsic dignity of each human person,” and its impact on our inherent sense of responsibility towards self and others;
- apply related Church teaching to values and practices that promote or undermine relationships and the sacredness of life

SPECIFIC EXPECTATIONS

By the end of this course, students will:

- identify the many facets of humans; rational, emotional, physical, social, aesthetic, moral and spiritual in nature, and discuss how this impacts on moral living;
- describe ways of forming healthy and appropriate intimate relationships as long-range preparation for marriage and parenthood;
- examine the role of chastity in the personal integration of sexuality and in the expression of sexuality in relationships and marriage;
- describe the manner in which the sacred gift of human procreation and life itself can be protected (including a description and moral assessment of the impact of natural family planning, contraception, reproductive and genetic technologies and STIs on human life and fertility);

[Back to Grade 12 University Curriculum](#)

Ontario Catholic Secondary

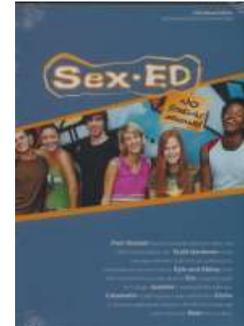
Curriculum Policy Document for Religious Education

Family Life Education – Grade 12 College

DVD: “Sex-Ed” Pam Stenzel, Produced, Directed, Filmed and Edited by Reel Insyte
www.reelinsyte.com, www.pamstenzel.com

Running Time: 30 minutes

Sex Ed is a unique DVD that showcases testimonies of students and a newly married couple as well as Pam Stenzel and other counseling professionals that deal with the struggles teens face in relationships. This engaging DVD, is sure to generate discussion about the importance of abstinence until marriage. Students will be challenged with the truth that if they have sex outside of one monogamous relationship, there will be consequences. The questions they will be encouraged to answer are: what are the costs and are they worth paying?



The video would help achieve the following objectives of the Curriculum Policy Document
FAMILY LIFE EDUCATION

OVERALL EXPECTATIONS

By the end of this course, students will:

- analyse Catholic teaching on marriage;

SPECIFIC EXPECTATIONS

By the end of this course, students will:

- report and discuss the various challenges to families (e.g., bereavement, family structures, mental illness, economic issues, reproductive issues);
- describe the nature of healthy families

[Back to Grade 12 College Curriculum](#)

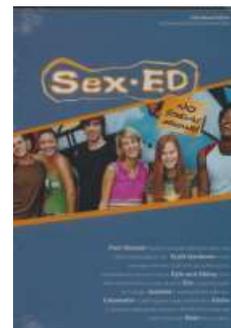
Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Family Life Education – Grade 12 Workplace

DVD: “Sex-Ed” Pam Stenzel, Produced, Directed, Filmed and Edited by Reel Insyte
www.reelinsyte.com, www.pamstenzel.com
Running Time: 30 minutes

Sex Ed is a unique DVD that showcases testimonies of students and a newly married couple as well as Pam Stenzel and other counseling professionals that deal with the struggles teens face in relationships. This engaging DVD, is sure to generate discussion about the importance of abstinence until marriage. Students will be challenged with the truth that if they have sex outside of one monogamous relationship, there will be consequences. The questions they will be encouraged to answer are: what are the costs and are they worth paying?



The video would help achieve the following objectives of the Curriculum Policy Document
FAMILY LIFE EDUCATION

OVERALL EXPECTATIONS

By the end of this course, students will:

- identify how “the intrinsic dignity of each human person,” impacts on our inherent sense of responsibility towards self and others;
- apply related Church teaching to values and practices that undermine the sacredness of life.

SPECIFIC EXPECTATIONS

By the end of this course, students will:

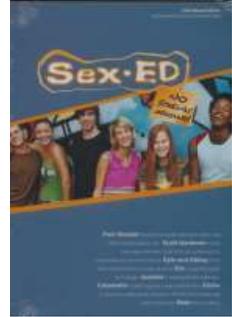
- examine the role of chastity in the personal integration of sexuality and in the expression of sexuality in relationships and marriage;
- describe essential components for building healthy intimate relationships (e.g., family, friendships, romantic relationships, etc.) in their lives, and examine the ways in which all relationships influence human growth;
- describe the challenges that confront parents today as they seek to pass on Catholic values to their children (e.g., the influence of the media, peer pressure, contemporary value placed on church);
- describe the manner in which the sacred gift of human procreation and life itself can be protected and apply Church teachings to related issues (e.g., natural family planning, contraception, reproductive and genetic technologies and the impact of STDs on human life and fertility.)

[Back to Grade 12 Workplace Curriculum](#)

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Family Life Education Sex-Ed Question Sheet



- 1) If you have sex outside of one permanent monogamous (that means one partner who has only been with you)....if you have sex outside of that context you will _____.
- 2) God loves you and God loves me. God's law is not about wrecking our fun or ruining our weekend, it's about giving us the _____. God lets us choose.
- 3) What is an STD? Name some of them.
- 4) Why is it impossible to know whether you have an STD or not?
- 5) What is the medical definition of sex?
- 6) In this DVD, being sexually active is defined as having any form of genital contact. You are therefore a virgin only if you have had no genital contact of any form. Virgins know their sexual health: no genital contact - no worries. Everyone else should be tested regularly. How is this being sexually responsible?
- 7) What kind of boundaries can you set up to protect yourself?

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

- 8) What are some of your personal dreams and goals?

How would having sex, an STD, or an unplanned pregnancy affect each of these goals and dreams?

- 9) What are some of the costs of having sex outside of one permanent monogamous relationship?

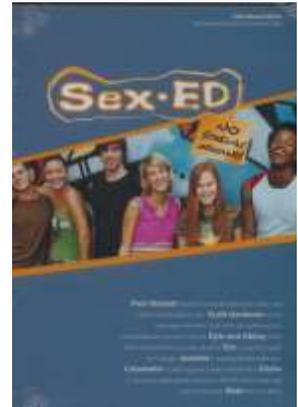
Is it worth paying?

- 10) Pam Stenzel makes the statements: “You can say yes to sex, or you can say no. You have a choice. It takes character, integrity and self respect to say no.” Do you agree? Why?

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Family Life Education Sex-Ed Answer Sheet



1) If you have sex outside of one permanent monogamous (that means one partner who has only been with you)....if you have sex outside of that context you will pay.

2) God loves you and God loves me. God's law is not about wrecking our fun or ruining our weekend, it's about giving us the best. God lets us choose.

3) What is an STD? Name some of them

Sexually Transmitted Disease

- Chlamydia
- Human Papillomavirus
- Syphilis
- HIV
- Gonorrhea
- Herpes

4) Why is it impossible to know whether you have an STD or not?

Most STD's do not have any symptoms

5) What is the medical definition of sex?

Physical activity in which people touch each other's bodies, kiss each other, etc. : physical activity that is related to and often includes sexual intercourse
<http://www.merriam-webster.com/dictionary/sex>

6) In this DVD, being sexually active is defined as having any form of genital contact. You are therefore a virgin only if you have had no genital contact of any form. Virgins know their sexual health: no genital contact - no worries. Everyone else should be tested regularly. How is this being sexually responsible?

It is irresponsible to have an STD and be spreading it around just because you are afraid of being tested. No one has a right to infect another person.

7) What kind of boundaries can you set up to protect yourself?

Answers will vary

- before dating, make a list of the character qualities you are looking for in a lifetime partner

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

- if you are considering dating someone, spend time with them in groups so that you can really get to know them
- set boundaries ahead of time for what is “off-limits”. Let any potential date know the boundaries at the beginning of the relationship. Discuss these boundaries with the people that are important in your life (parent, guardian, friends)
- ask God to help you to remain pure
- ask your parents for advice
- avoid being alone. If you want to be together, you should do it in a setting where other people are present
- remind yourself of your personal goals and values

8) What are some of your personal dreams and goals?

How would having sex, an STD, or an unplanned pregnancy affect each of these goals and dreams?

Answers will vary.

9) What are some of the costs of having sex outside of one permanent monogamous relationship?

Answers will vary but should include some of:

- contracting an STD
- pregnancy
- broken relationships
- loss of virginity
- decreased chances of completing your life goals
- decreased chances of a future happy marriage
- broken heart
- loss of self-respect
- guilt & fear
- infertility

Is it worth paying?

Answers will vary

10) Pam Stenzel makes the statements: “You can say yes to sex, or you can say no. You have a choice. It takes character, integrity and self respect to say no.” Do you agree? Why?

Answers will vary

Ontario Catholic Secondary

Curriculum Policy Document for Religious Education

Appendix 1

Listing of the Resources Contained within this Document

Books

Title	Supplier	Price
<i>A Time to Choose Life</i>	DeVeber Institute	Call for pricing
<i>Euthanasia and Assisted Suicide</i>	DeVeber Institute	Call for pricing
<i>A Voice Unheard</i>	Euthanasia Prevention Coalition	Call for pricing

Videos and DVDs

Title	Supplier	Price
<i>180 The Movie</i>	Life Cycle Books	\$6.00
<i>22 Weeks</i>	Heritage House 76	www.hh76.com
<i>A Distant Thunder</i>	Life Cycle Books	\$22.95
<i>A Doctor Explains the Abortion Procedure</i>	Life Cycle Books	\$34.95
<i>Eggsploitation</i>	Life Cycle Books	\$18.95
<i>Ending the Journey</i>	no longer available	no longer available
<i>Life</i>	Alliance for Life Ontario	Call for pricing
<i>Life is Sacred</i>	Focus on the Family	Call for pricing
<i>Lines that Divide</i>	Life Cycle Books	\$22.95
<i>No Second Chance</i>		no longer available
<i>Preview of a Birth</i>	Life Cycle Books	\$17.95
<i>Right Choice</i>		no longer available
<i>Sex-Ed (Christian Version)</i>	Life Cycle Books	\$35.95
<i>Sex Lies and the Truth</i>		no longer available
<i>The Rules Have Changed</i>	Life Cycle Books	\$33.95 ³
<i>Turning the Tide</i>	Euthanasia Prevention Coalition	Call for pricing
<i>Who Gets the Last Word?</i>		no longer available

³ Bulk prices available

**Ontario Catholic Secondary
Curriculum Policy Document for Religious Education**

Appendix 2

List of Resource Distributors

Alliance for Life Ontario
26 Norfolk Street
Guelph, Ontario N1H 4H8

Phone: 519-824-7797
1-866-LUV-BOTH
(588-2684)

E-mail: aflo@mgl.ca

DeVeber Institute for Bioethics and Social Research
3089 Bathurst Street, Suite 316
Toronto, Ontario M6A 2A4

Phone: 416-256-0555

E-mail: bioethics@deveber.org

Euthanasia Prevention Coalition
Box 25033
London, Ontario N6C 6A8

Phone: 1-877-439-3348

E-mail: info@epcc.ca

Focus on the Family Canada
P.O. Box 9800, Stn Terminal
Vancouver, B.C. V6B 4G3

Phone: 604-455-7900

1-800-661-9800

E-mail: hr@fotf.ca

Heritage House
919 S. Main Street
Snowflake, AZ USA 85937

Phone: 1-800-858-3040 ext. 224

E-mail: www.hh76.com

Life Cycle Books
1149 Bellamy Rd. N, Unit 20
Toronto, Ontario M1H 1H7

Phone: 1-866-880-5860

E-mail: orders@lifecyclebooks.ca

[Letter](#)