

Overview Chart – Unifying Catholic Themes

Grade Level	Catholic Theme	Points for Consideration*
9	Human Dignity	<ul style="list-style-type: none"> • Belief in the inherent dignity of the human person is the foundation of all Catholic social teaching • Human life is sacred • The dignity of the human person is the starting point for a moral vision for society • The person is a reflection of God among us • In the Religious Education programme, students will explore the importance of fostering a positive, healthy self-esteem physically, intellectually, spiritually, and socially
	Rights and Responsibilities	<ul style="list-style-type: none"> • Every person has a fundamental right to life and a right to those things required for human decency – starting with food, shelter and clothing, employment, health care, and education • Corresponding to these rights are duties and responsibilities – to one another, to our families, and to the larger society • In the Religious Education programme, students will understand the nature of personal and social sin and the role of forgiveness
10	Option for the Poor and Vulnerable	<ul style="list-style-type: none"> • Those who are marginalized and whose rights are denied have privileged claims if society is to provide justice for all • Obligation arises from the radical command to love one's neighbour as one's self • The option for the poor is an essential part of a society's effort to achieve the common good • In the Religious Education programme, students will use the preferential option for the poor as the criterion for analyzing social justice issues
	Stewardship of Creation	<ul style="list-style-type: none"> • Catholic tradition insists that we show our respect for the Creator by our stewardship of creation. • The goods of the earth are gifts from God, intended for the benefit of all • We are entrusted with the responsibility of caring for these gifts and preserving them for future generations • In the Religious Education programme, students will recognize the spiritual and the sacramental dimension implicit in human experience and the created world

* Source: Office for Social Justice, Archdiocese of St. Paul and Minneapolis. *Key Principles of Catholic Social Teaching* (Revised July 2006), <http://www.osjspm.org/files/officeforsocialjustice/files/10%20Principles%20CST>

11	Global Solidarity	<ul style="list-style-type: none"> • Catholic social teaching proclaims that we are our brothers' and sisters' keepers, wherever they are • We are one human family, whatever our national, racial, ethnic, economic, and ideological differences • Solidarity means that "loving our neighbour" has global dimensions in an interdependent world • In the Religious Education programme, students will explain the Catholic Church's position on interfaith dialogue
	Promotion of Peace	<ul style="list-style-type: none"> • "Peace is not just the absence of war. It involves mutual respect and confidence between peoples and nations. It involves collaboration and binding agreements." John Paul II • Peace is the fruit of justice and is dependent upon right ordering among human beings • In the Religious Education programme, students will explain the relationship between religious covenant and how it informs responses to critical contemporary issues
12	Community and the Common Good	<ul style="list-style-type: none"> • The Catholic tradition proclaims that the person is not only sacred but also social • Human dignity can only be realized and protected in the context of relationships with the wider society • How we organize society – in economics and politics, in law and policy – directly affects human dignity and the capacity of individuals to grow in community • Everyone has a responsibility to contribute to the good of the whole society, to the common good • In the Religious Education programme, students will describe the role of social institutions in promoting the common good
	Dignity of Work	<ul style="list-style-type: none"> • All people have a right to productive work, to decent and fair wages, to safe working conditions, and a fundamental right to organize and join unions • People have a right to economic initiative and private property, but these rights have limits • No one is allowed to amass excessive wealth when others lack the basic necessities of life • In the Religious Education programme, students will define the broad meaning of the term "vocation" as an adoption of a stance before all forms of work as service to God and for others

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