



Curriculum Links

Between

The Ontario Curriculum,
Grades 1-8:

Health and Physical Education

Interim Edition, 2010 (Revised)

and the

Fully Alive Program and Other Catholic Education Resources

Curriculum
Links

Institute for
Catholic Education
2010

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Health and Physical Education, Interim Edition, 2010 (Revised) and the Fully
Alive Program and Other Catholic Education Resources***

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December 1, 2010

To: The Elementary Catholic Educators of Ontario

Dear Colleagues:

For more than twenty-five years, teachers in Ontario have been teaching *Fully Alive*, a Family Life Education program sponsored by the Assembly of Catholic Bishops of Ontario.

At this point in time, *Fully Alive* has been revised. Hence, our Catholic school boards are purchasing this second edition.

At one and the same time, the Ministry of Education has issued *The Ontario Curriculum Grades 1-8: Health and Physical Education, Interim Edition, 2010 (revised)* policy document to be implemented during the school year 2010-2011. The Ontario Catholic education community has been invited to build curriculum links between this policy document and *Fully Alive*, a Family Life Education program and other Catholic Education resources for use in our Catholic schools.

In the following pages, educators will find an outstanding alignment of expectations, as well as a clear articulation of Catholic educational resources.

It is the hope of the partners in Ontario Catholic education that educators at all levels, especially teachers, will renew their commitment to providing our students with a Catholic vision of human life, marriage, family, and sexuality. Together, we have the opportunity to help a new generation realize:

“The glory of God is man and woman fully alive, but life for them consists in seeing God revealed in his Word.” (St. Irenaeus)

Sincerely,



Sr. Joan Cronin, g.s.i.c.
Executive Director
Institute for Catholic Education

Acknowledgements

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Purpose of This Document

The Ontario Curriculum, Grades 1-8: Health and Physical Education, Interim Edition, 2010 (revised) is based on the vision that the knowledge and skills acquired in the program will benefit students throughout their lives and help them to thrive in an ever-changing world by enabling them to acquire physical and health literacy and to develop the comprehension, capacity, and commitment needed to lead healthy, active lives and to promote healthy, active living. (*The Ontario Curriculum, Grades 1-8: Health and Physical Education, Interim Edition, 2010 (revised)* p.3)

Curriculum Links Between The Ontario Curriculum, Grades 1-8: Health and Physical Education, Interim Edition, 2010 (revised) and the Fully Alive Program and Other Catholic Education Resources document was written to support teachers in their quest to infuse the Catholic perspective into the Ontario curriculum. This is our dual mandate as Catholic educators. More specifically, this resource presents the Roman Catholic vision that humanity is created in the image and likeness of God, created with dignity and freedom and capable of choice.

Highlighting direct links to the *Fully Alive* program allows teachers to help students reach their full potential through a program that is explicitly Catholic and developmentally appropriate. The program was designed to support educators and parents as they present a distinctly Catholic view of human life, relationships, sexuality, marriage and family to students.

The *Fully Alive* program is about the whole human person, created male or female, who is a physical, intellectual, emotional, social, and spiritual human being. It allows opportunity for open discussion on current topics also included in *The Ontario Curriculum, Grades 1-8: Health and Physical Education, Interim Edition, 2010 (revised)* such as bullying, sexual abuse, equity and diversity, self-esteem, human development, healthy living, substance abuse and healthy relationships. Critical and creative thinking processes, communication skills and healthy choices are key learning goals in the *Fully Alive* program, as well as in *The Ontario Curriculum, Grades 1-8: Health and Physical Education, Interim Edition, 2010 (revised)*. Finally, *Fully Alive* encourages the development of character in our students, focusing particularly on Catholic virtues.

Instructional Approaches and Teaching Strategies:

Effective teachers consider what they want students to learn, how they will know if students are learning, and how they will respond to students who are not making progress. Teachers provide the support students need by reviewing and helping them understand the learning goals, and by scaffolding instruction to provide intensive support for struggling students. Students learn best when instruction and assessment are both differentiated according to their needs, and when approaches and groupings of students, best suited to the population of the class, are used. (*The Ontario Curriculum, Grades 1-8: Health and Physical Education, Interim Edition, 2010 (revised)* p.40)

The *Fully Alive* program is student-centered and all lessons start by drawing upon students' prior knowledge and life experiences. It considers students' abilities and needs and suggests a variety of ways for the teacher to teach the concepts and for the students to demonstrate learning.

The *Fully Alive* program is divided up into five themes: *Created and Loved by God*, *Living in Relationship*, *Created Sexual: Male and Female*, *Growing in Commitment* and *Living in the World*.

Each topic in each of the five themes is divided up into 4 sections:

- 1) **We Experience:** By considering their prior knowledge, the teacher draws the students into the topic and invites personal response.
- 2) **We Discover:** Moving from personal experience, the teacher uses guided questions to move the students into a deeper understanding of the key concepts.
- 3) **We Respond:** Through a variety of activities, students are able to demonstrate their understanding of the key concepts.
- 4) **We Explore:** By connecting learning to other areas of the curriculum, teachers offer students activities that reinforce and enrich the topic covered.

Assessment and Evaluation:

The purpose of assessment and evaluation is to inform teacher practice and to improve student learning. In a Catholic classroom, it is inappropriate to evaluate students' spiritual or emotional life or their progress in moral development. However, gathering anecdotal notes in these areas can help the teacher plan and develop activities that support their spiritual and moral growth.

When assessing and evaluating, Catholic teachers should keep in mind and stress the long-term goals of Catholic education with respect to knowledge, skills and values that are described in the *Ontario Catholic School Graduate Expectations*.

Fully Alive provides examples of activities and culminating tasks that can be assessed and/or evaluated based on application of knowledge and comprehension acquired, not on emotional, moral or spiritual development. (See Appendix A, *Fully Alive* Program)

Students with Special Needs:

Our Catholic tradition stresses the dignity and worth of human life and teaches that all are created in the image and likeness of God. Therefore, Catholic teachers have the responsibility to help all students learn and to work collaboratively with colleagues and parents in order to achieve this goal.

“Accommodations and modifications depend on the nature and degree of the students' ability and require on-going observation, assessment and evaluation and, on occasion, the development of an Individual Education Plan. The *Fully Alive* program strongly encourages that all students be included in the exploration activities that concentrate on

the students' strengths, and tasks be designed to allow students to succeed. In these cases, close communication with parents is strongly encouraged.

Specific modifications of the program will depend on the individual child, but the following general suggestions may be helpful:

- Regularly include related activities (We Explore) that concentrate on the child's strengths, for example, music, art, or physical education.
- For tasks that involve partners, pair the child with a competent partner who is sensitive to the needs of others.
- Keep in close communication with the child's family. Find out about the child's special interests and activities.
- Encourage the child to contribute in group activities. Create a classroom discussion atmosphere that is relaxed, open, accepting of all responses, and sensitive to the needs of others."

"Since some of the topics focus on physical appearance, special talents, and on growth and change, there are many opportunities for helping all children to be sensitive to individual differences. Teachers should stress the fact that each person is unique with strengths and weaknesses, and God wants all of us to be patient and helpful with one another.

Children with special needs, like all children, need to experience success and to develop self-esteem and self-confidence. Even when careful program modifications are made, many are burdened with a sense of failure. Together, sensitive teachers and families can use *Fully Alive* as a special way to remind these children of how precious they are, of the need to be patient and to persevere, and of the love God has for them." (*Fully Alive* Gr. 1, p. 30)

See also "Students with Special Education Needs" section in *The Ontario Curriculum, Grades 1-8: Health and Physical Education, Interim Edition, 2010 (revised)* p.48.

Cross-Curricular Connections:

"In cross-curricular learning, students are provided with opportunities to learn and use related content and/or skills in two or more subjects. For example, all subjects, including health and physical education, can be related to the language curriculum. In health and physical education, students use a range of language skills: they build subject-specific vocabulary; they use words and their bodies to communicate feelings and share and interpret information; and they read about current health issues and research new information. Teachers can also use reading material about health and physical education in their language lessons. Similarly, health and physical education lessons can be used as a vehicle for instruction in critical literacy. Students can interpret product information on food labels and critique media messages related to gender stereotypes, body image, or alcohol use. Students can also analyse and adapt fitness plans with reference to criteria such as ability levels, individual interests, resource requirements, and personal goals.

In integrated learning, students are provided with opportunities to work towards meeting expectations from two or more subjects within a single unit, lesson, or activity. By linking expectations from different subject areas, teachers can provide students with multiple opportunities to reinforce and demonstrate their knowledge and skills in a range of settings. There are clear connections, for example, between the expectations in health and physical education and those in other subject areas, such as language, science, and social studies. Health and physical education can be used to provide other ways of learning and making connections.

In integrated learning, teachers need to ensure that the specific knowledge and skills for each subject are taught. For example, if students are illustrating a number sentence in mathematics by means of jumping or if they are using their bodies to make the shapes of letters to spell a word in language, the teacher should ensure that health and physical education expectations for jumping and landing in control and for building fitness, including body strength and flexibility, are integrated into the activities.

Integrated learning can also be a solution to problems of fragmentation and isolated skill instruction – that is, in integrated learning, students can learn and apply skills in a meaningful context. In such contexts, students also have an opportunity to develop their ability to think and reason and to transfer knowledge and skills from one subject area to another.” (*The Ontario Curriculum, Grades 1-8: Health and Physical Education, Interim Edition, 2010 (revised)* p.47-48)

Fully Alive offers opportunities to address expectations in other curriculum areas, including literacy and numeracy. (See Appendix B, *Fully Alive* program.)

Teacher-Parent Communication:

“*Fully Alive* was created to help parents teach their children to be fully human. It focuses on the ordinary experiences of daily life – family relationships, friendships, marriage, birth, death, joys and disappointments.” It encourages families to reflect on and be guided by the wisdom drawn from Christian human experience.

“Parents are the primary educators of their children with respect to learning about values, appropriate behaviour, and ethnocultural, spiritual, and personal beliefs and traditions, and they act as significant role models for their children. It is therefore important for schools and parents to work together to ensure that home and school provide a mutually supportive framework for young people’s education.” (*The Ontario Curriculum, Grades 1-8: Health and Physical Education, Interim Edition, 2010 (revised)*, p. 10)

“Parents and all adult role models can also provide valuable support for their children’s learning by being physically active themselves and making healthy choices connected to eating, substance use, relationships, personal care, and injury prevention. Children who have opportunities to be physically active with the family are more likely to continue to be active as adults. Similarly, eating meals together as a family helps to reinforce healthy

eating habits. By becoming involved in healthy, active living with their children, parents benefit as well.” (*The Ontario Curriculum, Grades 1-8: Health and Physical Education, Interim Edition, 2010 (revised)*, p. 10)

“Parents play an important role in their children’s learning. They entrust their children to teachers, recognizing that there are many skills, experiences and areas of knowledge that they can neither teach nor provide in the home”. (*Fully Alive Gr.1*, p. 22)

“As a part of good teaching practice, teachers should inform parents about what their children are learning and when various topics are to be addressed. Such practices allow parents to work in partnership with the school providing opportunities for discussion and follow-up at home and for reinforcing the student’s learning in a family context.” (*The Ontario Curriculum, Grades 1-8: Health and Physical Education, Interim Edition, 2010 (revised)*, p. 11)

The *Fully Alive* Parent Letters are an excellent way to communicate the purpose of the program, to outline upcoming topics and activities and to suggest ways to enrich and deepen the topics at home. These letters are also available on the Assembly of Catholic Bishops of Ontario website (<http://www.acbo.on.ca/englishweb/fullyalive.htm>). “Also available on the ACBO website are descriptions of the topics in each theme, the key concepts in the topics, and suggestions for enriching and deepening the topics at home. Since stories are a frequent feature of *Fully Alive* in the early grades, the full texts of these stories are also available, allowing parents and children to share and enjoy them together.” (*Fully Alive Gr.1*, p. 24)

Organization of This Document:

It is divided into two columns. The left column outlines the overall and specific expectations from *The Ontario Curriculum, Grades 1-8: Health and Physical Education, Interim Edition, 2010 (revised)*, from the Ministry of Education. The curriculum expectations are mandatory. These statements describe the knowledge and skills that students should be able to demonstrate at the end of the grade or course.

The *examples, sample issues, teacher prompts, and student responses* are optional and provide some additional information that teachers may use at their discretion to meet the needs of students in their classes.

In this document, the curriculum expectations have been reproduced directly from the Ministry of Education curriculum. They have not been changed or adapted. For some expectations, additional examples, teacher prompts and student responses (shaded and highlighted in bold type) have been added to provide guidance about how the curriculum expectations may be implemented within a Catholic context. These teacher prompts and student responses in this column reflect a Catholic approach to a particular issue.

The right column makes the links to the expectations from the *Fully Alive* program as well as other Catholic curriculum resources. The latter includes the Religious Education programs, the Ontario Catholic Graduate Expectations, Catholic Social Teachings, Anchor Concepts, Catholic Themes, Scripture, Virtues and the *AIDS: A Catholic Educational Approach to HIV* resource document.

The introductory section makes clear and concise links to the approach and pedagogy in the *Fully Alive* program which is consistent with the approach and pedagogy in the *Health and Physical Education policy document*. Such links include instructional approaches and teaching strategies, assessment and evaluations, students with special needs, cross-curricular links and teacher-parent communication.

With *The Ontario Curriculum, Grades 1-8: Health and Physical Education, Interim Edition, 2010 (revised)*, “Growth and Development” expectations as outlined in the 1998 curriculum are included instead of the Human Development and Sexual Health expectations, pending further consultation on this section of the curriculum.

This document is accessible on the following websites:

Institute for Catholic Education: <http://www.iceont.ca>

Catholic Association of Religious and Family Life Educators of Ontario:
<http://www.carfleo.org>

Ontario Educational Resource Bank: <http://www.edu.gov.on.ca/elearning/bank.html>

It is the writing team’s hope that this document serve as a guide to planning and implementing The Ontario Curriculum, Grades 1-8: Health and Physical Education, Interim Edition, 2010 (revised).

Grade 1

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| MINISTRY OF EDUCATION | INSTITUTE FOR CATHOLIC EDUCATION |
| STRANDS AND LIVING SKILLS IN THE REVISED INTERIM HEALTH AND PHYSICAL EDUCATION CURRICULUM | CURRICULUM LINKS IN FULLY ALIVE AND OTHER CURRICULUM SUPPORT FOR CATHOLIC SCHOOLS |
| <p style="text-align: center;">LIVING SKILLS</p> <p>The living skill expectations identify learning that helps students develop a positive sense of self, develop and maintain healthy relationships, and use critical and creative thinking processes as they set goals, make decisions, and solve problems. Living skills are an important aspect of students’ overall healthy development, and their application is essential to the achievement of many of the expectations in the Active Living, Movement Competence, and Healthy Living strands. Living skills cannot be taught effectively in isolation; they must be taught and evaluated in conjunction with learning related to all strands of the curriculum, in order to make the learning personally relevant for students. As they develop and apply their living skills, students will build resilience. They will learn to make choices that protect their safety and health and enable them to become independent thinkers and responsible adults who are capable of developing strong relationships and who are committed to lifelong healthy, active living. (H&PE, p.19)</p> <p>OVERALL EXPECTATIONS:</p> <p>By the end of Grade 1, students will:</p> <p>1. demonstrate personal and interpersonal skills and the use of critical and creative thinking processes as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence and</p> | <p style="text-align: center;">FULLY ALIVE AS IT LINKS TO LIVING SKILLS</p> <p>Pope John Paul II described in a few words what our Family Life Program wants to assist parents in doing: <i>Remote preparation [for marriage or celibate life] begins in early childhood, in that wise family training which leads children to discover themselves as being endowed with a rich and complex psychology and with a particular personality with its own strengths and weaknesses. It is the period when esteem for authentic human values is instilled, both in interpersonal and social relationships, with all that this signifies for the formation of character, for the control and right use of one’s inclinations, for the manner of regarding and meeting people of the opposite sex, and so on. Also necessary, especially for Christians, is solid spiritual and catechetical formation ...</i> (The Role of the Christian Family in the Modern World, 66) (Gr.1 <i>Fully Alive</i>, p.14)</p> <p><i>Fully Alive</i>, along with the catechetical program, is intended to help our children to understand the dignity of their calling in Christ. Together parents and teachers become partners in giving children the vision of God, which is revealed in Christ Jesus, the Word made flesh, to the greater glory of God. (Archbishop Gervais, Ottawa)</p> <p>“The glory of God is man and woman fully alive, but life for them consists in seeing God revealed in his Word.” (St. Irenaeus, <i>Against Heresies</i>, IV. 20. 7)</p> <p>At its heart, the goal of <i>Fully Alive</i> is to complement the efforts of parents in setting their children on the path to becoming fully human. This goal is also that of what is often described as character education. The</p> |

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| <p>Healthy Living strands for this grade.</p> | <p>qualities, or virtues, that <i>Fully Alive</i> encourages include: reverence, respect for self, respect for others, responsibility, initiative, kindness, gratitude, perseverance, honesty, integrity, chastity, justice, courage, empathy, and hope.</p> |
| <p style="text-align: center;">PERSONAL SKILLS (PS)</p> <p>Personal skills help students understand themselves better and equip them to deal with life’s challenges. The health and physical education program provides students with many opportunities to develop these skills as they discover and develop new physical capabilities and acquire knowledge and explore ideas that have deep personal relevance.</p> <p>Through the development of self-awareness and self-monitoring skills, students build a sense of “being”. They learn to understand their capabilities and strengths and to take responsibility for their learning and their actions.</p> <p>Through the acquisition of adaptive, coping, and management skills, students develop their capacity to respond to difficulties and to develop greater control over their lives. All of these skills build resilience – the ability to protect and maintain one’s mental health and emotional well-being while responding to the stresses and challenges of life.</p> <p>Learning personal skills helps to develop an understanding of the factors that contribute to resilience and a positive self-concept. It also includes learning about the importance of a positive disposition and a forward-thinking outlook. Although students are not evaluated on their disposition and outlook, they are taught to be aware of and to manage their feelings.</p> <p>Learning the power of a positive attitude, learning to make connections between feelings and actions or between their personal strengths and the activities that they choose to do, for</p> | <p style="text-align: center;">FULLY ALIVE AS IT LINKS TO PERSONAL SKILLS (PS)</p> <p>CREATED AND LOVED BY GOD (Theme 1) What does it mean to be human? To be human is to be part of God’s gift of creation. It means to love and be loved, to live in family, to have friends, to be male or female, to make choices and promises, to be happy and sad, to work, to succeed and to fail, to participate in society.</p> <p>All these facets of human life are explored in <i>Fully Alive</i>; the first theme of the program, “Created and Loved by God,” provides a foundation and framework for this exploration. This foundation is the fundamental Christian belief that God creates, loves, and sustains each person.</p> <p>To be human is to be created in the image of a loving God. This image is revealed to us in Jesus Christ.</p> <p>Two important dimensions of human nature are emphasized throughout the theme: our individuality and our commonality.</p> <p>Each of us is unique and irreplaceable, yet we share a common human nature.</p> <p>Grade 1 – Theme One focuses on:</p> <ul style="list-style-type: none"> • The gifts of creation especially, the gift of people. • Discovering that each person is unique and has likes and dislikes. • Learning that we all have feelings and that we all grow and develop. (<i>Fully Alive</i> Gr. 1, p.35-37) |

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| <p>example, and developing the skills to respond to challenges and changes are all part of developing personal skills. (H&PE, p.20-21)</p> | |
| <p>PERSONAL SKILLS (PS) SPECIFIC EXPECTATIONS:</p> <p>1.1 use self-awareness and self-monitoring skills to help them understand their strengths and needs, take responsibility for their actions, recognize sources of stress, and monitor their own progress, as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (<i>e.g., Active Living: ask themselves whether they are doing the best they can while they are participating in DPA activities in the classroom; Movement Competence: describe how they feel when they move in different ways; Healthy Living: ask themselves whether they used a tissue or did a “sleeve sneeze” to cover their nose and mouth when sneezing in order to avoid spreading germs</i>)</p> <p>1.2 use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (<i>e.g., Active Living: apply knowledge of safety procedures to make themselves feel safer and more confident as they play on the playground; Movement Competence: try to express themselves positively when they are excited or disappointed during a game or when they are learning a new skill; Healthy Living: be able to use proper terminology to name their body parts, so they can explain where they may be hurt or sore</i>)</p> | <p style="text-align: center;">FULLY ALIVE AND OTHER CATHOLIC EDUCATION RESOURCES AS THEY LINK TO PERSONAL SKILLS (PS)</p> <p style="text-align: center;">FULLY ALIVE</p> <p>THEME 1: CREATED AND LOVED BY GOD Topic 2: <i>We Are God’s Special Creation</i>, p.43 <ul style="list-style-type: none"> • Recognize that our lives are gifts from God. Topic 3: <i>This Is Me</i>, p.50 <ul style="list-style-type: none"> • Describe some of the ways in which their physical appearance is unique. Topic 4: <i>Likes and Dislikes</i>, p.57 <ul style="list-style-type: none"> • Identify and record some of their likes and dislikes. • Recognize that everyone has likes and dislikes. Topic 5: <i>Our Feelings</i>, p.61 <ul style="list-style-type: none"> • Identify and name some common feelings. • Recognize that everyone has feelings. Topic 6: <i>We are Growing and Changing</i>, p.67 <ul style="list-style-type: none"> • Identify and describe some of the ways they have grown and changed. THEME 3: CREATED SEXUAL: MALE AND FEMALE Topic 5: <i>God’s Wonderful Creation</i>, p.133 <ul style="list-style-type: none"> • Recognize that it is part of God’s plan that boys and girls are physically different. THEME 4: GROWING IN COMMITMENT Topic 1: <i>We Depend on Our Families</i>, p.144 <ul style="list-style-type: none"> • Recognize the importance of being dependable. Topic 3: <i>Making Choices</i>, p.83 <ul style="list-style-type: none"> • Examine the process of making choices that are based on preferences. • Recognize that choices based on preferences have consequences. <p style="text-align: center;">RELIGIOUS EDUCATION Born of the Spirit: We Belong to God UNIT 1: WELCOME! YOU BELONG Theme 2: <i>We Belong</i>, p.41-48 <ul style="list-style-type: none"> • Discover the wonder of ourselves. </p> </p> |

UNIT 5: I’LL ALWAYS BE THERE WITH YOU
Theme 15: *God Takes Care of the World*, p.145-152

- Express wonder, praise and thanks for God as creator.
- To explore all creation as a gift from God.

SCRIPTURE

“So God created humankind in his image, in the image of God he created them; male and female he created them.” (Genesis 1: 27)

VIRTUES

Faith, Hope, Love

CATHOLIC SOCIAL TEACHINGS

Human Dignity, Solidarity

ANCHOR CONCEPTS

Human Dignity, Interdependence, Community

CATHOLIC THEMES

Faith, Dignity of Work and Service

CATHOLIC GRADUATE EXPECTATIONS

A Discerning Believer Formed in the Catholic Faith Community who:

CGE1e: Speaks the **language of life**...“recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it.” (Witnesses to Faith)

A Reflective, Creative and Holistic Thinker who:

CGE3a: Recognizes there is more grace in our world than sin and that hope is essential in facing all challenges.

A Self-Directed, Responsible, Lifelong Learner who:

CGE4e: Sets appropriate goals and priorities in school, work and personal life.

A Responsible Citizen who:

CGE7b: Accepts accountability for one's own actions.

INTERPERSONAL SKILLS (IS)

As they participate in physical activities and healthy living discussions, students interact with each other in many ways and have numerous opportunities to develop interpersonal skills. These are the relationship and social skills and the verbal and non-verbal communications skills that students need in order to interact positively with others, collaborate effectively in groups, and build healthy relationships. They are critical to interactions in everyday life, and they help students develop a sense of belonging as they learn to find their own place in the world. (H&PE, p.21)

FULLY ALIVE AS IT LINKS TO INTERPERSONAL SKILLS (IS)

LIVING IN RELATIONSHIP (Theme 2)

Human existence is lived out with others. We are so deeply social by nature and so profoundly dependent on each other that we absorb our closest relationships into our very identities. We describe ourselves as husbands and wives, mothers and fathers, sons and daughters, sisters and brothers, and friends.

In Theme 2 the exploration of the meaning of human existence continues with a focus on the significant relationships of family and friendship. The relational nature of persons reflects our origin. “From the mutual acceptance and love of Father, Son and Spirit comes the creation of the universe” (OCCB, *Curriculum Guideline for Family Life Education*). The mystery of the Trinity tells us that relationship and community are at the very heart of God. To be an image of God is to be an image of love. God is the supreme model for all relationships. To the extent that we are life-giving in our daily interactions, we are living out the essential vocation of the Christian, which is the vocation to love.

Grade 1 – Theme Two focuses on:

- Our families and the activities families enjoy together.
- Exploring changes in families, the strength of family love, and the special place of each person in the family.
- Discovering more about what it means to be a friend. (*Fully Alive Gr. 1, p.71-73*)

INTERPERSONAL SKILLS (IS) SPECIFIC EXPECTATIONS:

1.3 communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (*e.g., Active Living: speak respectfully and pay attention to others when sharing equipment; Movement Competence: use eye contact, body cues, and*

FULLY ALIVE AND OTHER CATHOLIC EDUCATION RESOURCES AS THEY LINK TO INTERPERSONAL SKILLS (IS)

FULLY ALIVE THEME 1: CREATED AND LOVED BY GOD Topic 4: *Likes and Dislikes, p.57*

- Identify and record some of their likes and dislikes.
- Recognize that everyone has likes and dislikes.

words as needed to communicate clearly when sending and receiving objects; **Healthy Living:** effectively communicate feelings they might experience in response to caring behaviours and exploitive behaviours)

1.4 apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members (e.g., **Active Living:** take turns when using equipment; **Movement Competence:** work cooperatively to share the space and try not to bump into others when moving around the gymnasium; **Healthy Living:** listen respectfully to show they care about someone)

THEME 2: LIVING IN RELATIONSHIP

Topic 4: Each Child has a Place, p.91

- We Explore: Solving Problems.

Topic 5: Being Friends, p.97

- Describe some of the experiences of friendship.
- Celebrate friendship in their lives.

THEME 4: GROWING IN COMMITMENT

Topic 1: We Depend on Our Families, p.144

- Recognize the importance of being dependable.

Topic 3: Making Choices, p.156

- Examine the process of making choices that are based on preferences.
- Recognize that choices based on preferences have consequences.

RELIGIOUS EDUCATION

Born of the Spirit: We Belong to God

UNIT 1: WELCOME! YOU BELONG

Theme 1: Welcome, p.33-40

- Help the children become aware that they are welcome in the group.
- To create a sense of belonging to the group.

Theme 2: We Belong, p.41-48

- Express belonging to one another.
- Grow in awareness of belonging to family and friends.

UNIT 5: I'LL ALWAYS BE WITH YOU

Theme 14: God Takes Care of Us, p.137-144

- Explore experiences of care.
- Recognize how God cares for us.

AIDS: A CATHOLIC EDUCATIONAL APPROACH TO HIV

LESSON 4: CHRISTIAN RESPONSE, p.32

- Identify ways in which they can help others who are sick.

SCRIPTURE

“When the Pharisees heard that he had silenced the Sadducees, they gathered together, and one of them, a lawyer, asked him a question to test him. ‘Teacher, which commandment in the law is the greatest?’ He said to him, ‘You shall love the Lord your God with all your heart, and with all your soul, and with all your

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| | <p><i>mind.’ This is the greatest and first commandment. And a second is like it: ‘You shall love your neighbour as yourself.’ On these two commandments hang all the law and the prophets.” (Matthew 22:34-40)</i></p> <p style="text-align: center;">VIRTUES Faith, Justice, Courage, Service</p> <p style="text-align: center;">CATHOLIC SOCIAL TEACHINGS Community and the Common Good</p> <p style="text-align: center;">ANCHOR CONCEPTS Citizenship, Transformation/Conversion, Conflict</p> <p style="text-align: center;">CATHOLIC GRADUATE EXPECTATIONS An Effective Communicator who: CGE2c: Presents information and ideas clearly and honestly and with sensitivity to others. A Self-Directed, Responsible, Lifelong Learner who: CGE4a: Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others. CGE4f: Applies effective communication, decision-making, problem-solving, time and resource management skills. A Collaborative Contributor who: CGE5a: Works effectively as an interdependent team member.</p> |
| <p style="text-align: center;">CRITICAL AND CREATIVE THINKING SKILLS (CT)</p> <p>The ability to think critically and creatively will help students make healthier choices in all aspects of their lives. The health and physical education program gives students many opportunities to develop higher order thinking skills, to explore without fear of making mistakes, and to learn from their mistakes. Students will be able to apply these skills in many ways – to solving problems, resolving conflicts, making decisions, and setting goals. By helping students achieve personal goals and aspirations, these skills contribute to a sense of “becoming” – a sense of personal growth.</p> | <p style="text-align: center;">FULLY ALIVE AS IT LINKS TO CRITICAL AND CREATIVE THINKING SKILLS (CT)</p> <p>GROWING IN COMMITMENT (Theme 4) Links to critical and creative thinking are found in the <i>Fully Alive</i> Theme 4 “Growing in Commitment”. This theme is concerned with the truth of our lives as humans. Our choices, decisions, and promises reflect and create who we are.</p> <p>Are we whom we say we are? At each stage of living we are challenged to commit ourselves to our present roles and relationships to build the future. We are called to faithfulness to God and each other.</p> <p>Grade 1 – Theme Four focuses on:</p> <ul style="list-style-type: none"> Examining how we depend on our families, and |

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| <p>In a variety of situations, students will learn to use their critical thinking skills to develop a plan and, within that context, to generate and organize information and ideas, then focus and clarify those ideas. They will learn and practise using a process to analyse, synthesize, and evaluate ideas and information. When they have arrived at a decision, goal, or solution, they will have opportunities to present the information in a variety of ways. Finally, students will learn to reflect on and evaluate the entire process, thinking about what went well, what could have been done differently, and what should be done next. (H&PE, p.21)</p> | <p>what it means to be dependable.</p> <ul style="list-style-type: none"> • Discovering that promise is a special word that has to be used with care. • Exploring how we make choices, and the meaning of consequences. (<i>Fully Alive</i> Gr.1, p.141-143) |
| <p>CRITICAL AND CREATIVE THINKING SKILLS (CT) SPECIFIC EXPECTATIONS:</p> <p>1.5 use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education (<i>e.g., Active Living: make connections between being active and staying healthy; Movement Competence: use creative thinking skills to come up with new ways of moving and balancing – for instance, balancing on four body parts, three body parts, or five body parts; Healthy Living: make and explain choices that protect them from the sun, such as wearing a hat and applying sunscreen</i>)</p> | <p>FULLY ALIVE AND OTHER CATHOLIC EDUCATION RESOURCES AS THEY LINK TO CRITICAL AND CREATIVE THINKING SKILLS (CT)</p> <p>FULLY ALIVE</p> <p>THEME 4: GROWING IN COMMITMENT</p> <p>Topic 1: <i>We Depend on Our Families</i>, p.144</p> <ul style="list-style-type: none"> • Recognize the importance of being dependable. <p>Topic 2: <i>What is a Promise?</i>, p.151</p> <ul style="list-style-type: none"> • Explain the meaning of the word promise. • Recognize the need to think carefully before making a promise. <p>Topic 3: <i>Making Choices</i>, p.156</p> <ul style="list-style-type: none"> • Examine the process of making choices that are based on preferences. • Recognize that choices based on preferences have consequences. <p>AIDS: A CATHOLIC EDUCATIONAL APPROACH TO HIV</p> <p>LESSON 5: TRANSMISSION AND PREVENTION, p.33-34</p> <ul style="list-style-type: none"> • Identify ideas for playtime at school and at home as either “safe” or “dangerous.” <p>SCRIPTURE</p> <p><i>“You are the light of the world. A city built on a hill cannot be hid. No one after lighting a lamp puts it under the bushel basket, but on the lamp stand, and it gives light to all in the house. In the same way, let your</i></p> |

light shine before others, so that they may see your good works and give glory to your Father in heaven.”
 (Matthew 5: 14-16)

VIRTUES

Prudence, Temperance, Fortitude

CATHOLIC SOCIAL TEACHINGS

Dignity of Work and Service

ANCHOR CONCEPTS

Citizenship, Community, Conflict

CATHOLIC THEMES

Conflict, Creativity/Design, Discovery, Empowerment

CATHOLIC GRADUATE EXPECTATIONS

A Reflective, Creative and Holistic Thinker who:

CGE3b: Creates, adapts, evaluates new ideas in light of the common good.

CGE3c: Thinks reflectively and creatively to evaluate situations and solve problems.

CGE3d: Makes decisions in light of gospel values with an informed moral conscience.

A Self-Directed, Responsible, Lifelong Learner who:

CGE4f: Applies effective communication, decision-making, problem-solving, time and resource management skills.

CGE4g: Examines and reflects on one’s personal values, abilities and aspirations influencing life’s choices and opportunities.

A Collaborative Contributor who:

CGE5b: Thinks critically about the meaning and purpose of work.

A. ACTIVE LIVING

The Active Living strand helps students develop the skills and knowledge needed to participate regularly and safely in physical activity, while enjoying being physically active and learning how to develop and enhance their own personal fitness. Learning through physical activity helps to enhance students’ physical literacy. Daily physical activity (DPA) is one

FULLY ALIVE AS IT LINKS TO ACTIVE LIVING

The call to be active in the world calls us to cultivate the awareness of the richness and potential of human activity in the world and of the interdependence of all people in the human family. With this awareness, an attitude of Christian care and personal involvement in the world can be nurtured and developed.

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| <p>important component of this strand. Participating in daily moderate to vigorous physical activity helps to build a habit of activity that becomes a part of each student’s routine and way of life. (H&PE, p.21)</p> <p>OVERALL EXPECTATIONS:</p> <p>By the end of Grade 1, students will:</p> <p>A1. participate actively and regularly in a wide variety of physical activities and identify how regular physical activity can be incorporated into their daily lives;</p> <p>A2. demonstrate an understanding of the importance of being physically active and apply physical fitness concepts any practices that contribute to healthy, active living;</p> <p>A3. demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.</p> | <p>The Catholic anchor concept of interdependence celebrates the giftedness of the individual person or community in relationship with others for the good of the greater whole. Interdependence thus affirms both autonomy and interrelatedness. Interdependence recognizes that we benefit as individuals and as a collective from the diverse talents and gifts of our neighbours.</p> <p>“...sport has brought you together from different countries in a common interest and shared goals. Your passion for sport is a building block of human solidarity, friendship and goodwill among peoples. May your physical exertions be a part of your quest for the higher values which build character and give you dignity and a sense of achievement, in your own eyes and in the eyes of others. In Christian terms, life itself is a contest and a striving for goodness and holiness.” <small>(Pope John Paul II, <i>Jubilee of Sports People</i>, October 2000)</small></p> |
| <p>ACTIVE LIVING SPECIFIC EXPECTATIONS:</p> <p>A1. ACTIVE PARTICIPATION</p> <p>A1.1 actively participate in a wide variety of program activities (<i>e.g., activity centre and circuit activities, tag games, parachute activities</i>), according to their capabilities, while applying behaviours that enhance their readiness and ability to take part (<i>e.g., joining in willingly, showing respect for others, following directions, taking turns</i>) [PS, IS]</p> <p><i>Teacher prompt: “We recognize that our lives are gifts from God and that each of us is special. We show that each of us is special by the way we treat each other. What are some of the ways we show respect for each other?”</i></p> <p><i>Student: “We show respect for each other by caring and sharing with each other and including everyone in all of our activities.”</i></p> <p>A1.2 demonstrate an understanding of factors that contribute to their personal enjoyment of</p> | <p>FULLY ALIVE AND OTHER CATHOLIC EDUCATION RESOURCES AS THEY LINK TO ACTIVE LIVING</p> <p>FULLY ALIVE</p> <p>THEME 1: CREATED AND LOVED BY GOD</p> <p>Topic 2: <i>We Are God’s Special Creation</i>, p.43</p> <ul style="list-style-type: none"> Recognize that our lives are gifts from God. <p>Topic 6: <i>We are Growing and Changing</i>, p.67</p> <ul style="list-style-type: none"> Identify and describe some of the ways they have grown and changed, recognize that they will continue to grow and change. <p>THEME 4: GROWING IN COMMITMENT</p> <p>Topic 3: <i>Making Choices</i>, p.156</p> <ul style="list-style-type: none"> Examine the process of making choices that are based on preferences. Recognize that choices based on preferences have consequences. <p>THEME 5: LIVING IN THE WORLD</p> <p>Topic 1: <i>The World is an Amazing Place to Be</i>, p.164</p> <ul style="list-style-type: none"> Recognize that they learn about the world in a variety of ways. <p>Topic 3: <i>All Kinds of Work</i>, p.174</p> |

being active (e.g., having the opportunity to participate fully in all aspects of an activity, having a comfortable environment for activities, being able to explore different ways of being active, having the opportunity to take part in activities that relate to their cultural background) as they participate in a wide variety of individual and small-group activities [PS]

Teacher prompt: “Our bodies are gifts from God. One of the ways we show that we care for our bodies is to be physically active. What are some of your favourite physical activities that you enjoy doing?”

Students: “I like it when everyone plays together.” “I have fun when I have lots of space to run and move.” “I love playing outside.”

A1.3 identify a variety of ways to be physically active at school and at home (e.g., at school: playing actively at recess; participating in a variety of physical activities in class, including DPA activities; participating in after-school physical activities; at home: helping with outdoor activities like gardening, raking, or shovelling snow; going for a walk with family members; playing in the park; riding bikes on the community trail) [CT]

Teacher prompts: “What are some of the ways you can be active at home and help others at the same time?”

Student: “I can help my dad when he rakes the leaves.” “I can help my neighbour shovel the snow off his driveway.”

A2. PHYSICAL FITNESS

A2.1 Daily physical activity (DPA):

participate in sustained moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to the best of their ability for a minimum of twenty minutes each day

- Recognize the value of human work.

AIDS: A CATHOLIC EDUCATIONAL APPROACH TO HIV LESSON 5: TRANSMISSION AND PREVENTION, p.33-34

- Identify ideas for playtime at school and at home as either “safe” or “dangerous”.

SCRIPTURE

“Everyone who competes in the games goes into strict training. They do it to get a crown that will not last; but we do it to get a crown that will last forever.”
(1Corinthians 9:25)

VIRTUES

Fortitude, Justice, Temperance, Prudence

CATHOLIC SOCIAL TEACHINGS

Community and Common Good
Dignity of the Human Person
Promotion of Peace

ANCHOR CONCEPTS

Lifestyle, Common Good, Justice

CATHOLIC THEMES

Community and the Common Good
Dignity of Work and Service

CATHOLIC GRADUATE EXPECTATIONS

A Self-Directed, Responsible, Lifelong Learner who:

CGE4a: Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others.

CGE4b: Demonstrates flexibility and adaptability.

CGE4h: Participates in leisure and fitness activities for a balanced and healthy lifestyle.

A Collaborative Contributor who:

CGE5a: Works effectively as an interdependent team member.

CGE5g: Achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others.

(e.g., doing an animal walk, a fitness circuit, parachute activities; galloping to music, wheeling their wheelchair around the gym)
[PS]

A2.2 demonstrate an understanding of how being active helps them to be healthy [CT]

Teacher prompts: “Our bodies are special gifts from God. We show that we care for our body by taking care of it. Your heart is always beating and pumping blood to the muscles and the rest of the body. When you do fast physical activity this will make your heart and lungs work harder which makes them stronger and healthier. What are some of the signs you feel when you run fast or jump high?”

Student: “I can feel my heart beating faster, sometimes I get out of breath and I get hot and sweat.”

A2.3 identify the physical signs of exertion during a variety of physical activities (*e.g., heart beats faster, body gets warmer, breathing becomes faster and deeper, perspiration increases*) [CT]

A3. SAFETY

A3.1 demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity (*e.g., cooperating; listening carefully; wearing appropriate footwear; keeping a safe distance away from others while doing physical activities, either in class or on the playground; staying within defined boundaries; treating their wheelchair as part of their body*) [PS, IS]

Teacher prompt: “When we do physical activity we need to remember to be safe and respect others. Can you think of some ways we can be both safe and respectful?”

Student: “I can be safe by listening carefully

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| <p>to directions, and I can show others respect by cooperating and treating everyone as a special gift from God.”</p> <p>A3.2 identify environmental factors that pose safety risks during their participation in physical activity (<i>e.g., extreme heat may cause fatigue, too much sun exposure will cause sunburn, extreme cold and wind chill may cause frostbite, objects on the ground may trip someone who cannot see, wet pavement or floors may create a slipping hazard</i>), and describe ways of preparing themselves to enjoy outdoor activities safely [PS, CT]</p> | |
| <p>B. MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES</p> <p>The Movement Competence strand helps students develop the movement competence needed to participate in physical activities through the development of movement skills and the related application of movement concepts and movement strategies. As students develop their confidence and competence, they will be developing their physical literacy. Students are also introduced to movement principles in developmentally appropriate ways. These principles are indicated in the expectations through examples and teacher prompts that illustrate how skills can be applied at different ages and stages. The students learn kinesthetically in this strand, as in the Active Living strand, and have regular opportunities in every grade to develop and practise their personal movement skills. (H&PE, p.23)</p> <p>OVERALL EXPECTATIONS:</p> <p>By the end of Grade 1, the students will:</p> <p>B1. perform movement skills, demonstrating awareness of the basic requirements of the skills and applying movement concepts as appropriate, as they engage in a variety of physical activities;</p> | <p>FULLY ALIVE AS IT LINKS TO MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES</p> <p>For students one of the great challenges in the development of identity is the mastery of a new repertoire of skills. “Who I am is what I can do”—particularly at school. As teachers, we must consider all of the growing, changing, and learning that the children have already experienced and will experience in the future.</p> <p>We encourage them to look with pride on their accomplishments. Since students develop at different rates and have a variety of gifts, it is important to accept and affirm each person’s unique pattern of growth.</p> <p>At the same time, we encourage students to see their future learning as exciting and challenging. Acquiring skills and developing talents invariably involves hard work, mistakes, and occasional failures. For learning, mistakes can be as important as successes. The self-esteem and confidence of each student are also crucial for future learning. Students must not lose their courage for growth.</p> <p>It is important for the students to understand that they are much more than what they have learned to do. Just as they learn new skills, they also learn to grow in</p> |

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| <p>B2. apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities, in order to enhance their ability to participate successfully in those activities.</p> | <p>spirit of kindness, generosity and helpfulness. (<i>Fully Alive</i> Gr.1, p.67-68)</p> <p>“Sport, properly directed, develops character, makes a person courageous, a generous loser, and a gracious victor; it refines the senses, gives intellectual penetration, and steels the will to endurance. It is not merely a physical development then. Sport, rightly understood, is an occupation of the whole person, and while perfecting the body as an instrument of the mind, it also makes the mind itself a more refined instrument for the search and communication of truth and helps the person to achieve that end to which all others must be subservient, the service and praise of the Creator.” (Pope Pius XII, Sport at the First Service of the Spirit, July 29, 1945)</p> |
| <p>MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES SPECIFIC EXPECTATIONS:</p> <p>B.1 MOVEMENT SKILLS AND CONCEPTS</p> <p>B1.1 perform a variety of static balances, using different body parts at different levels (<i>e.g., low level: crouch with weight balanced on hands and feet; medium level: stand and lean forward with arms outstretched; high level: stretch tall with arms overhead and legs wide apart</i>) [PS]</p> <p><i>Teacher prompt: “As you explore your God-given talents and qualities, what are the different ways you can balance at a low level; medium level or high level?”</i></p> <p>B1.2 demonstrate the ability to move and stop safely and in control, with an awareness of people and equipment around them [PS]</p> <p>B1.3 perform a variety of locomotor movements, travelling in different directions and using different body parts (<i>e.g., jump over lines; walk carefully backwards along a line while looking over their shoulder; move forward with different body parts touching the ground; move arms in different ways while walking, dancing, or skipping; take giant steps</i>)</p> | <p>FULLY ALIVE AND OTHER CATHOLIC EDUCATION RESOURCES AS THEY LINK TO MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES</p> <p>FULLY ALIVE</p> <p>THEME 1: CREATED AND LOVED BY GOD Topic 6: <i>We Are Growing and Changing</i>, p.67</p> <ul style="list-style-type: none"> Identify and describe some of the ways they have grown and changed. Recognize that they will continue to grow and change. <p>THEME 2: LIVING IN RELATIONSHIP Topic 5: <i>Being Friends</i>, p.97</p> <ul style="list-style-type: none"> Describe some of the experiences of friendship. Celebrate friendship in their lives. <p>THEME 4: GROWING IN COMMITMENT Topic 3: <i>Making Choices</i>, p.156</p> <ul style="list-style-type: none"> Examine the process of making choices that are based on preferences. Recognize that choices based on preferences have consequences. <p>SCRIPTURE</p> <p><i>“But strive for the greater gifts. And I will show you a still more excellent way.”</i> (1Corinthians 12:31)</p> |

while moving sideways) [PS]

B1.4 send objects of different shapes and sizes at different levels and in different ways, using different body parts (*e.g., roll a ball along a line, throw a rubber chicken underhand to a chosen spot, kick a ball to a specific area, toss or drop a beanbag into a hula hoop, pass a sponge ball over their head to the next person in a short line who passes it between his or her legs to the next person*) [PS]

B1.5 receive objects of different shapes and sizes at different levels and in different ways, using different body parts (*e.g., catch or trap a ball with two hands, catch a beanbag that they toss themselves or that a partner tosses to them, stop a rolling ball with hands or feet*) [PS, IS]

B2. MOVEMENT STRATEGIES

B2.1 demonstrate an understanding that different physical activities have different components (*e.g., movement skills, basic rules and boundaries, conventions of fair play and etiquette*), and apply this understanding as they participate in and explore a variety of individual and small-group activities [IS]

Teacher prompt: “What do you need to think about when you are playing tag?”

Students: “I need to remember to keep moving, watch for the person who is ‘it’ and to play fair.”

B2.2 apply a variety of simple tactics to increase their chances of success while participating in and exploring physical activities (*e.g., extend arms to improve stability when balancing on one foot; change speed, direction, or level to avoid being tagged; move closer to a target to increase the likelihood of success when sending an object*) [PS, CT]

VIRTUES

Fortitude, Justice, Temperance, Prudence

CATHOLIC SOCIAL TEACHINGS

Dignity of the Human Person, Community and the Common Good

ANCHOR CONCEPTS

Lifestyle, Creativity and Design, Empowerment

CATHOLIC GRADUATE EXPECTATIONS

A Self-Directed, Responsible, Lifelong Learner who:

CGE4b: Demonstrates flexibility and adaptability.

CGE4g: Examines and reflects on one’s personal values, abilities and aspirations influencing life’s choices and opportunities.

CGE4h: Participates in leisure and fitness activities for a balanced and healthy lifestyle.

A Collaborative Contributor who:

CGE5a: Works effectively as an interdependent team member.

C. HEALTHY LIVING

With *The Ontario Curriculum, Grades 1-8: Health and Physical Education, Interim Edition, 2010 (revised)*, schools will continue to teach “Growth and Development” as outlined in the 1998 curriculum instead of the Human Development and Sexual Health expectations. *The Ontario Curriculum, Grades 1-8: Health and Physical Education, Interim Edition, 2010 (revised)*, has the Human Development and Sexual Health expectations removed and the Growth and Development expectations as outlined in the 1998 curriculum inserted for each grade.

The Healthy Living strand helps students develop an understanding of the factors that contribute to healthy development, a sense of personal responsibility for lifelong health, and a respect for their own health in relation to others and the world around them. Students will develop health literacy as they acquire the knowledge and skills they need to develop, maintain, and enjoy healthy lifestyles as well as to solve problems, make decisions, and set goals that are directly related to their personal health and well-being. Learning how to establish, monitor, and maintain healthy relationships is a key part of this strand. (H&PE, p.29)

OVERALL EXPECTATIONS:

By the end of Grade 1, students will:

- C1.** demonstrate an understanding of factors that contribute to healthy development;
- C2.** demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;
- C3.** demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others’

FULLY ALIVE AS IT LINKS TO HEALTHY LIVING

Healthy Living is linked to *Fully Alive* Theme Three. It builds on the previous themes, and continues to explore the question of what it means to be human.

Each person is precious; each is made in the image and likeness of God. Created out of love, our true meaning is found in love, in living our lives in relationship with others. We are spouses, family members, friends, neighbours, members of communities, and participants in human society.

Fully Alive creates opportunities for discussions on topics such as personal health and well-being, healthy eating, anti-bullying, substance use and sexual abuse. What *Fully Alive* provides, which is essential to programs that deal with actions that are exploitive and harmful, is the foundation on which they must be built: respect for self and others as beloved children of God; the development of authentic relationships within the family and with peers; and growth in understanding of the gift of sexuality as an expression of life and love. (*Fully Alive*, p.17)

Grade 1 – Theme Three focuses on:

- Discovering that husbands and wives share their love by becoming parents.
- Learning the development of babies from birth and about the care and love they need after they are born.
- Learning that God made boys and girls physically different. (*Fully Alive* Gr.1, p.103-105)

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| <p>health and well-being.</p> | |
| <p>HEALTHY LIVING SPECIFIC EXPECTATIONS:</p> <p>C1. UNDERSTANDING HEALTH CONCEPTS Healthy Eating C1.1 explain why people need food to have healthy bodies (<i>e.g., food provides energy for the healthy growth of teeth, skin, bones, muscles, and other body components</i>)</p> <p><i>Teacher prompt: “We are created by God to make good decisions and choices. What are some of the foods we need to eat for breakfast that will help to keep us healthy?”</i></p> <p><i>Students: “We can drink milk for healthy teeth and bones. We can eat cereal or eggs and toast for breakfast. We should eat fruit and vegetables every day.”</i></p> <p>Personal Safety and Injury Prevention C1.2 demonstrate an understanding of essential knowledge and practices for ensuring their personal safety (<i>e.g., knowing their home phone numbers; knowing how to contact 9-1-1; seeking help from a police officer, teacher, elder, or other trusted adult; knowing routines for safe pickup from school or activities</i>) [PS]</p> <p>C2. MAKING HEALTHY CHOICES Healthy Eating C2.1 describe how the food groups in Canada’s Food Guide (i.e., vegetables and fruit, grain products, milk and alternatives, meat and alternatives) can be used to make healthy food choices [CT]</p> <p>C2.2 know and recognize cues to hunger, thirst, and the feeling of fullness, and explain how they can use these cues to develop healthy eating habits [PS]</p> | <p>FULLY ALIVE AND OTHER CATHOLIC EDUCATION RESOURCES AS THEY LINK TO HEALTHY LIVING</p> <p>FULLY ALIVE THEME 1: CREATED AND LOVED BY GOD Topic 2: <i>We Are God’s Special Creation</i>, p.43</p> <ul style="list-style-type: none"> Recognize that our lives are gifts from God. <p>THEME 2: LIVING IN RELATIONSHIP Topic 5: <i>Being Friends</i>, p.97</p> <ul style="list-style-type: none"> Describe some of the experiences of friendship. Celebrate friendship in their lives. <p>THEME 4: GROWING IN COMMITMENT Topic 3: <i>Making Choices</i>, p.156</p> <ul style="list-style-type: none"> Examine the process of making choices that are based on preferences. Recognize that choices based on preferences have consequences. <p>RELIGIOUS EDUCATION Born of the Spirit: We Belong to God UNIT 5: I’LL ALWAYS BE WITH YOU Theme 14: <i>God Takes Care of Us</i>, p.137-144</p> <ul style="list-style-type: none"> Explore experiences of care. Recognize how God cares for us. <p>AIDS: A CATHOLIC EDUCATIONAL APPROACH TO HIV LESSON 5: TRANSMISSION AND PREVENTION, p. 33-34</p> <ul style="list-style-type: none"> Identify ideas for playtime at school and at home as either “safe” or “dangerous”. <p>LESSON 6: TRANSMISSION AND PREVENTION, p.35-36</p> <ul style="list-style-type: none"> Name significant adults with whom they can share important information. <p>SCRIPTURE <i>“Before I formed you in the womb I knew you, and before you were born I consecrated you; I appointed you a prophet to the nations.”</i> (Jeremiah 1:5)</p> |

Personal Safety and Injury Prevention

C2.3 demonstrate the ability to recognize caring behaviours (*e.g., listening with respect, giving positive reinforcement, being helpful*) and exploitive behaviours (*e.g., inappropriate touching, verbal or physical abuse, bullying*), and describe the feelings associated with each [IS]

Teacher prompt: “In *Fully Alive*, we talked about how each one of us is special and that God cares for us. We also talked about our bodies being special. How do we show that we respect our bodies?”

Students: “We show that we respect our bodies by taking care of them, by keeping the private parts of our bodies covered and respecting other people’s privacy.”

C2.4 apply their knowledge of essential safety practices to take an active role in their own safety at school (*e.g., inform teacher of allergies, be aware of food safety issues, play in supervised areas, follow safe routines for travelling to and from school*) [PS]

C3. MAKING CONNECTIONS FOR HEALTHY LIVING

Personal Safety and Injury Prevention

C3.1 demonstrate an understanding of how to stay safe and avoid injuries to themselves and others in a variety of situations, using knowledge about potential risks at home, in the community, and outdoors (*e.g., items or situations that could lead to poisoning, slips, falls, fire, or injury, including injuries from household products, medicines, kitchen tools and equipment, insecure furniture, candles, toys; road, water, and playground hazards; weather and sun hazards*) [PS, CT]

Substance Use, Addictions, and Related Behaviours

C3.2 identify habits and behaviours (*e.g., excessive screen time or video game usage,*

VIRTUES

Prudence, Justice, Temperance (Restraint), Fortitude (Courage), Faith, Hope, and Love

CATHOLIC SOCIAL TEACHINGS

Human Dignity, Community and the Common Good, Stewardship of Creation, Global Solidarity

ANCHOR CONCEPTS

Lifestyle, Justice, Community

CATHOLIC THEMES

Human Rights and Responsibilities, Mystery, Wonder, Awe, Love and Justice

CATHOLIC GRADUATE EXPECTATIONS

A Discerning Believer Formed in the Catholic Faith Community who:

CGE1e: Speaks the **language of life**...“recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it.” (Witnesses to Faith)

CGE1i: Integrates faith with life.

A Self-Directed, Responsible, Lifelong Learner who:

CGE4a: Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others.

A Caring Family Member who:

CGE6a: Relates to family members in a loving, compassionate and respectful manner.

CGE6b: Recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended.

CGE6c: Values and honours the important role of the family in society.

A Responsible Citizen who:

CGE7b: Accepts accountability for one's own actions.

CGE7d: Promotes the sacredness of life.

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| <p><i>smoking</i>) that can be detrimental to health, and explain how people can be encouraged to adopt healthier alternatives [PS]</p> | |
| <p>GROWTH AND DEVELOPMENT (1998) OVERALL EXPECTATION:</p> <p>By the end of Grade 1, students will:</p> <ul style="list-style-type: none"> • identify the stages in development of humans (e.g., comparing physical changes from birth to childhood) and of other living things. | <p>THEME 3: CREATED SEXUAL: MALE AND FEMALE</p> <p>We are also, as the title of this theme indicates, sexual; God created us male and female. Human love encompasses the body in its maleness and femaleness.</p> <p>Within the vocation of marriage, this love is expressed in the sexual relationship of husband and wife who give themselves to each other and welcome new human persons into their community of love.</p> <p>Ideally, it is on this foundation of the fruitful love of wife and husband, which is an image of the love of God, that children’s early understanding of the meaning of sexuality is developed. (<i>Fully Alive</i> Gr. 1, p.103)</p> |
| <p>SPECIFIC EXPECTATIONS (1998):</p> <p>By the end of Grade 1, students will:</p> <ul style="list-style-type: none"> • describe simple life cycles of plants and animals, including humans; • recognize that rest, food, and exercise affect growth; • identify the major parts of the body by their proper names. | <p>FULLY ALIVE AND OTHER CATHOLIC EDUCATION RESOURCES AS THEY LINK TO GROWTH AND DEVELOPMENT (1998)</p> <p>FULLY ALIVE</p> <p>THEME 3: CREATED SEXUAL: MALE AND FEMALE</p> <p>Topic 3: <i>Before You Were Born</i>, p.118</p> <ul style="list-style-type: none"> • Identify the uterus as the special place inside a mother’s body where a baby grows. • Appreciate that it is God’s plan for a new baby to grow inside the mother’s body. <p>Topic 4: <i>A Gift of Love</i>, p.127</p> <ul style="list-style-type: none"> • Describe some ways in which the uterus is a perfect home for a baby. • Appreciate God’s design for bringing new people into the world. <p>Topic 5: <i>God’s Wonderful Creation</i>, p.133</p> <ul style="list-style-type: none"> • Describe some ways in which babies are cared for after they are born. • Recognize that it is part of God’s plan that boys and girls are physically different. <p>SCRIPTURE</p> <p><i>“Before I formed you in the womb I knew you, and</i></p> |

before you were born I consecrated you; I appointed you a prophet to the nations.” (Jeremiah 1:5)

CATHOLIC SOCIAL TEACHINGS

Human Dignity, Community and the Common Good,
Stewardship of Creation, Global Solidarity

ANCHOR CONCEPTS

Lifestyle, Justice, Community

CATHOLIC THEMES

Human Rights and Responsibilities, Mystery, Wonder,
Awe, Love and Justice

CATHOLIC GRADUATE EXPECTATIONS

A Discerning Believer Formed in the Catholic Faith Community who:

CGE1e: Speaks the **language of life** ...“recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it.” (Witnesses to Faith)

CGE1i: Integrates faith with life.

A Self-Directed, Responsible, Lifelong Learner who:

CGE4a: Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others.

A Caring Family Member who:

CGE6a: Relates to family members in a loving, compassionate and respectful manner.

CGE6b: Recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended.

Grade 2

| MINISTRY OF EDUCATION | INSTITUTE FOR CATHOLIC EDUCATION |
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| STRANDS AND LIVING SKILLS IN THE REVISED INTERIM HEALTH AND PHYSICAL EDUCATION CURRICULUM | CURRICULUM LINKS IN FULLY ALIVE AND OTHER CURRICULUM SUPPORT FOR CATHOLIC SCHOOLS |
| <p style="text-align: center;">LIVING SKILLS</p> <p>The living skill expectations identify learning that helps students develop a positive sense of self, develop and maintain healthy relationships, and use critical and creative thinking processes as they set goals, make decisions, and solve problems. Living skills are an important aspect of students’ overall healthy development, and their application is essential to the achievement of many of the expectations in the Active Living, Movement Competence, and Healthy Living strands. Living skills cannot be taught effectively in isolation; they must be taught and evaluated in conjunction with learning related to all strands of the curriculum, in order to make the learning personally relevant for students. As they develop and apply their living skills, students will build resilience. They will learn to make choices that protect their safety and health and enable them to become independent thinkers and responsible adults who are capable of developing strong relationships and who are committed to lifelong healthy, active living. (H&PE, p.19)</p> <p>OVERALL EXPECTATIONS:</p> <p>By the end of Grade 2, students will:</p> <p>1. demonstrate personal and interpersonal skills and the use of critical and creative thinking processes as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence and</p> | <p style="text-align: center;">FULLY ALIVE AS IT LINKS TO LIVING SKILLS</p> <p>Pope John Paul II described in a few words what our Family Life Program wants to assist parents in doing: <i>Remote preparation [for marriage or celibate life] begins in early childhood, in that wise family training which leads children to discover themselves as being endowed with a rich and complex psychology and with a particular personality with its own strengths and weaknesses. It is the period when esteem for authentic human values is instilled, both in interpersonal and social relationships, with all that this signifies for the formation of character, for the control and right use of one’s inclinations, for the manner of regarding and meeting people of the opposite sex, and so on. Also necessary, especially for Christians, is solid spiritual and catechetical formation ...</i> (The Role of the Christian Family in the Modern World, 66) (Gr.2 Fully Alive, p.14)</p> <p><i>Fully Alive</i>, along with the catechetical program, is intended to help our children to understand the dignity of their calling in Christ. Together parents and teachers become partners in giving children the vision of God, which is revealed in Christ Jesus, the Word made flesh, to the greater glory of God. (Archbishop Gervais, Ottawa)</p> <p>“The glory of God is man and woman fully alive, but life for them consists in seeing God revealed in his Word.” (St. Irenaeus, <i>Against Heresies</i>, IV. 20. 7)</p> <p>At its heart, the goal of <i>Fully Alive</i> is to complement the efforts of parents in setting their children on the path to becoming fully human. This goal is also that of what is often described as character education. The</p> |

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| <p>Healthy Living strands for this grade.</p> | <p>qualities, or virtues, that <i>Fully Alive</i> encourages include: reverence, respect for self, respect for others, responsibility, initiative, kindness, gratitude, perseverance, honesty, integrity, chastity, justice, courage, empathy, and hope.</p> |
| <p style="text-align: center;">PERSONAL SKILLS (PS)</p> <p>Personal skills help students understand themselves better and equip them to deal with life’s challenges. The health and physical education program provides students with many opportunities to develop these skills as they discover and develop new physical capabilities and acquire knowledge and explore ideas that have deep personal relevance.</p> <p>Through the development of self-awareness and self-monitoring skills, students build a sense of “being”. They learn to understand their capabilities and strengths and to take responsibility for their learning and their actions.</p> <p>Through the acquisition of adaptive, coping, and management skills, students develop their capacity to respond to difficulties and to develop greater control over their lives. All of these skills build resilience – the ability to protect and maintain one’s mental health and emotional well-being while responding to the stresses and challenges of life.</p> <p>Learning personal skills helps to develop an understanding of the factors that contribute to resilience and a positive self-concept. It also includes learning about the importance of a positive disposition and a forward-thinking outlook. Although students are not evaluated on their disposition and outlook, they are taught to be aware of and to manage their feelings.</p> <p>Learning the power of a positive attitude, learning to make connections between feelings and actions or between their personal strengths and the activities that they choose to do, for</p> | <p style="text-align: center;">FULLY ALIVE AS IT LINKS TO PERSONAL SKILLS (PS)</p> <p>CREATED AND LOVED BY GOD (Theme 1) What does it mean to be human? To be human is to be part of God’s gift of creation. It means to love and be loved, to live in family, to have friends, to be male or female, to make choices and promises, to be happy and sad, to work, to succeed and to fail, to participate in society.</p> <p>All these facets of human life are explored in <i>Fully Alive</i>; the first theme of the program, “Created and Loved by God,” provides a foundation and framework for this exploration. This foundation is the fundamental Christian belief that God creates, loves, and sustains each person.</p> <p>To be human is to be created in the image of a loving God. This image is revealed to us in Jesus Christ.</p> <p>Two important dimensions of human nature are emphasized throughout the theme: our individuality and our commonality.</p> <p>Each of us is unique and irreplaceable, yet we share a common human nature.</p> <p>Grade 2 – Theme One focuses on:</p> <ul style="list-style-type: none"> • Discovering some of the ways in which each of us is a unique person whom God created and loves. • Exploring the children’s growth and development in the past and looking ahead to the coming year. • Learning more about feelings and the choices we have in how we express them. (<i>Fully Alive Gr.2, p.37</i>) |

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| <p>example, and developing the skills to respond to challenges and changes are all part of developing personal skills. (H&PE, p.20-21)</p> | |
| <p>PERSONAL SKILLS (PS) SPECIFIC EXPECTATIONS:</p> <p>1.1 use self-awareness and self-monitoring skills to help them understand their strengths and needs, take responsibility for their actions, recognize sources of stress, and monitor their own progress, as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living. (e.g., Active Living: <i>monitor their body’s response to physical activity; Movement Competence:</i> <i>after jumping, consider what they did well as they tried to land in a stable position, and what they could do better; Healthy Living:</i> <i>complete a checklist to monitor their daily care of their teeth</i>)</p> <p>1.2 use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living. (e.g., Active Living: <i>dress appropriately for outdoor activity; Movement Competence:</i> <i>describe the value of experimenting when trying new activities; Healthy Living:</i> <i>in response to teasing, try different solutions – walking away, telling the person to stop, telling the person how the teasing makes them feel, getting help</i>)</p> | <p style="text-align: center;">FULLY ALIVE AND OTHER CATHOLIC EDUCATION RESOURCES AS THEY LINK TO PERSONAL SKILLS (PS)</p> <p style="text-align: center;">FULLY ALIVE</p> <p>THEME 1: CREATED AND LOVED BY GOD</p> <p>Topic 1: <i>Each One Is Special</i>, p.38-43</p> <ul style="list-style-type: none"> • Identify some of their interests, activities, and preferences. • Recognize that each of them is a unique person whom God created and loves. <p>Topic 2: <i>We Are Growing</i>, p.44-49</p> <ul style="list-style-type: none"> • Identify some of the ways that they have grown and developed. • Recognize that they will continue to grow and develop. <p>Topic 3: <i>Feelings</i>, p.50-56</p> <ul style="list-style-type: none"> • Recognize the importance of expressing their feelings. • Recognize that they have choices in the way they express their feelings. <p>Topic 4: <i>Sharing Our Gifts</i>, p.57-63</p> <ul style="list-style-type: none"> • Identify some of their gifts and personal qualities. • Express their appreciation of their gifts and those of others. <p>THEME 2: LIVING IN RELATIONSHIP</p> <p>Topic 4: <i>We Fight and Forgive</i>, p.86-90</p> <ul style="list-style-type: none"> • Identify some situations that lead to fights among brothers and sisters. • Recognize the need for forgiveness among brothers and sisters. <p>Topic 6: <i>Co-operation Among Friends</i>, p.97-101</p> <ul style="list-style-type: none"> • Explain the importance of co-operation with others. • Recognize the need to develop a spirit of co-operation in their relationships. <p>THEME 3: CREATED SEXUAL: MALE AND FEMALE</p> <p>Topic 5: <i>The Gift of Bodies</i>, p.135-141</p> |

- Describe some of the ways they can show respect and care for their bodies.
- Recognize that our bodies are gifts from God.

THEME 4: GROWING IN COMMITMENT

Topic 3: *Making Decisions*, p.155-161

- Analyse and compare two situations involving decisions.
- Recognize that making decisions can be difficult.

RELIGIOUS EDUCATION

Born of the Spirit: We Belong to the Lord Jesus

UNIT 2: LET’S COME TOGETHER

Theme 4: *I Belong*, p.66-71

- To reflect on how I belong.
- To deepen my appreciation of belonging to a family.

AIDS: A CATHOLIC EDUCATIONAL APPROACH TO HIV

LESSON 7: CHRISTIAN RESPONSE, p.38-39

- Demonstrate an understanding of life as a gift and identify the responsibilities that result from that gift.

LESSON 8: BASIC INFORMATION, p.39-41

- Explain in simple terms the meaning of the word “contagious”.

LESSON 9: TRANSMISSION AND PREVENTION, p.41-45

- Test criteria for evaluating behaviour as good/bad, safe/dangerous, kind/unkind.

SCRIPTURE

“See what love the Father has given us that we should be called children of God; and so we are.” (1 John 3:1)

VIRTUES

Faith, Love, Hope

CATHOLIC SOCIAL TEACHINGS

Human Dignity, Solidarity

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| | <p style="text-align: center;">ANCHOR CONCEPTS Human Dignity, Interdependence, Community</p> <p style="text-align: center;">CATHOLIC THEMES Faith, Dignity of Work and Service</p> <p style="text-align: center;">CATHOLIC GRADUATE EXPECTATIONS A Discerning Believer Formed in the Catholic Faith Community who: CGE1e: Speaks the language of life... “recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it.” (Witnesses to Faith) A Self-Directed, Responsible, Lifelong Learner who: CGE4a: Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others. CGE4e: Sets appropriate goals and priorities in school, work and personal life. A Responsible Citizen who: CGE7b: Accepts accountability for one’s own actions.</p> |
| <p style="text-align: center;">INTERPERSONAL SKILLS (IS)</p> <p>As they participate in physical activities and healthy living discussions, students interact with each other in many ways and have numerous opportunities to develop interpersonal skills. These are the relationship and social skills and the verbal and non-verbal communications skills that students need in order to interact positively with others, collaborate effectively in groups, and build healthy relationships. They are critical to interactions in everyday life, and they help students develop a sense of belonging as they learn to find their own place in the world. (H&PE, p.21)</p> | <p style="text-align: center;">FULLY ALIVE AS IT LINKS TO INTERPERSONAL SKILLS (IS)</p> <p>LIVING IN RELATIONSHIP (Theme 2) Human existence is lived out with others. We are so deeply social by nature and so profoundly dependent on each other that we absorb our closest relationships into our very identities. We describe ourselves as husbands and wives, mothers and fathers, sons and daughters, sisters and brothers, and friends.</p> <p>In Theme 2 the exploration of the meaning of human existence continues with a focus on the significant relationships of family and friendship. The relational nature of persons reflects our origin. “From the mutual acceptance and love of Father, Son and Spirit comes the creation of the universe” (OCCB, <i>Curriculum Guideline for Family Life Education</i>). The mystery of the Trinity tells us that relationship and community are at the very heart of God. To be an image of God is to be an image of love. God is the supreme model for all relationships. To the extent that we are life-giving in our daily interactions, we are living out the essential</p> |

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| | <p>vocation of the Christian, which is the vocation to love. (<i>Fully Alive</i> Gr.2, p.64)</p> <p>Grade 2 – Theme Two focuses on:</p> <ul style="list-style-type: none"> • Introducing our families, and talking about the uniqueness of each family. • Exploring signs of love in our families, how a change (moving) affects family members, and the relationship between brothers and sisters. • Discovering more about friendship, and learning about the meaning of co-operation. (<i>Fully Alive</i> Gr.2, p.67) |
| <p>INTERPERSONAL SKILLS (IS) SPECIFIC EXPECTATIONS:</p> <p>1.3 communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living. (e.g., Active Living: <i>to understand instructions properly, stop and look at the teacher when instructions are being given; Movement Competence:</i> <i>copy a partner’s movements in a mirroring activity while standing face to face by following non-verbal signals and body language that indicate the movements; Healthy Living:</i> <i>effectively communicate their objections or refusal to participate if someone is doing something that they do not like</i>)</p> <p>1.4 apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective team members. (e.g., Active Living: <i>demonstrate how they can help one another while using equipment; Movement Competence:</i> <i>work cooperatively with a partner when throwing and catching balls and other objects of varying sizes; Healthy Living:</i> <i>use positive language when talking to peers, as part of developing good relationships, and encourage others to do</i></p> | <p>FULLY ALIVE AND OTHER CATHOLIC EDUCATION RESOURCES AS THEY LINK TO INTERPERSONAL SKILLS (IS)</p> <p>FULLY ALIVE</p> <p>THEME 1: CREATED AND LOVED BY GOD</p> <p>Topic 3: <i>Feelings</i>, p.50-56</p> <ul style="list-style-type: none"> • Recognize the importance of expressing their feelings. • Recognize that they have choices in the way they express their feelings. <p>Topic 4: <i>Sharing Our Gifts</i>, p.57-63</p> <ul style="list-style-type: none"> • Identify some of their gifts and personal qualities. • Express their appreciation of their gifts and those of others. <p>THEME 2: LIVING IN RELATIONSHIP</p> <p>Topic 4: <i>We Fight and Forgive</i>, p.86-90</p> <ul style="list-style-type: none"> • Identify some situations that lead to fights among brothers and sisters. • Recognize the need for forgiveness among brothers and sisters. <p>Topic 5: <i>Being Friends</i>, p.91-96</p> <ul style="list-style-type: none"> • Describe some of the ways they express friendship with others. • Recognize the importance of friendship in people’s lives. <p>Topic 6: <i>Co-operation Among Friends</i>, p.97-101</p> <ul style="list-style-type: none"> • Explain the importance of co-operation with others. • Recognize the need to develop a spirit of co-operation in their relationships. |

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THEME 3: CREATED SEXUAL: MALE AND FEMALE

Topic 5: *The Gift of Bodies*, p.135-141

- Describe some of the ways they can show respect and care for their bodies.
- Recognize that our bodies are gifts from God.

THEME 4: GROWING IN COMMITMENT

Topic 1: *Some People We Depend On*, p.145-149

- Identify and describe some of the commitments of people in their community.
- Appreciate the value of dependability.

Topic 2: *Keeping Our Word*, p.150-154

- Explain the importance of keeping their word to others.
- Recognize that in some situations people have to break their word.

Topic 3: *Making Decisions*, p.155-161

- Analyse and compare two situations involving decisions.
- Recognize that making decisions can be difficult.

RELIGIOUS EDUCATION

Born of the Spirit: We Belong to the Lord Jesus

UNIT 1: LET'S BE FRIENDS!

Theme 2: *What a joy to have friends!*, p.50-55

- To share our stories of friendship.
- To discover the joy of having friends.

UNIT 2: LET'S COME TOGETHER

Theme 5: *We gather*, p.72-79

- To focus on our experiences of greeting and welcoming.
- To celebrate our place in the assembly.

Theme 6: *We belong*, p.80-87

- To experience Jesus Christ in the assembly (gathering).
- To remember that we belong to the family of God through Baptism.

UNIT 5: LET'S TREASURE GOD'S GIFT

Theme 15: *With Jesus, we pray together*, p.154-159

- To explore the community's prayer in the General Intercessions.
- To celebrate God's gift in prayer.

UNIT 7: LET'S BLESS

Theme 19: *We lift up our hearts to the Lord, p.186-193*

- To explore how we honour people.
- To explore how we honour God.

UNIT 8: LET'S BREAK

Theme 24: *You are invited to the table of the Eucharist, p.226-231*

- To recognize that we are called to serve others.
- To listen to the invitation to feast at the table.

UNIT 10: LET'S GO FORTH

Theme 29: *We meet the Lord Jesus in the breaking of the bread, p.266-273*

- To reflect on the action of the Eucharist.
- To treasure our belonging to the risen Jesus.

**AIDS: A CATHOLIC EDUCATIONAL
APPROACH TO HIV**

LESSON 7: CHRISTIAN RESPONSE, p.38-39

- Demonstrate an understanding of life as a gift and identify the responsibilities that result from that gift.

LESSON 8: BASIC INFORMATION, p.39-41

- Explain in simple terms the meaning of the word "contagious".

**LESSON 9: TRANSMISSION AND
PREVENTION, p.41-45**

- Test criteria for evaluating behaviour as good/bad, safe/dangerous, kind/unkind.

SCRIPTURE

"A faithful friend is a sturdy shelter." (Sirach 6:14)

VIRTUES

Love, Justice, Temperance

CATHOLIC SOCIAL TEACHINGS

Community and Common Good

Promotion of Peace

Dignity of the Human Person

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| | <p style="text-align: center;">ANCHOR CONCEPTS Interdependence, Family, Lifestyle</p> <p style="text-align: center;">CATHOLIC THEMES Peace Community and the Common Good</p> <p style="text-align: center;">CATHOLIC GRADUATE EXPECTATIONS</p> <p>An Effective Communicator who: CGE2c: Presents information and ideas clearly and honestly and with sensitivity to others.</p> <p>A Self-Directed, Responsible, Lifelong Learner who: CGE4a: Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others. CGE4f: Applies effective communication, decision-making, problem-solving, time and resource management skills.</p> <p>A Collaborative Contributor who: CGE5a: Works effectively as an interdependent team member.</p> |
| <p style="text-align: center;">CRITICAL AND CREATIVE THINKING SKILLS (CT)</p> <p>The ability to think critically and creatively will help students make healthier choices in all aspects of their lives. The health and physical education program gives students many opportunities to develop higher order thinking skills, to explore without fear of making mistakes, and to learn from their mistakes. Students will be able to apply these skills in many ways – to solving problems, resolving conflicts, making decisions, and setting goals. By helping students achieve personal goals and aspirations, these skills contribute to a sense of “becoming” – a sense of personal growth.</p> <p>In a variety of situations, students will learn to use their critical thinking skills to develop a plan and, within that context, to generate and organize information and ideas, then focus and clarify those ideas. They will learn and practise using a process to analyse, synthesize, and evaluate ideas and information. When they</p> | <p style="text-align: center;">FULLY ALIVE AS IT LINKS TO CRITICAL AND CREATIVE THINKING SKILLS (CT)</p> <p>GROWING IN COMMITMENT (Theme 4) Links to critical and creative thinking are found in the <i>Fully Alive</i> Theme 4 “Growing in Commitment”. This theme is concerned with the truth of our lives as humans. Our choices, decisions, and promises reflect and create who we are.</p> <p>Are we whom we say we are? At each stage of living we are challenged to commit ourselves to our present roles and relationships to build the future. We are called to faithfulness to God and each other. (<i>Fully Alive</i> Gr. 2, p.142)</p> <p>Grade 2 – Theme Four focuses on:</p> <ul style="list-style-type: none"> • Learning more about being dependable by exploring the commitments of community workers. • Examining what it means to keep our word and why it is important. • Analysing situations that involve making decisions. (<i>Fully Alive</i> Gr. 2, p.144) |

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| <p>have arrived at a decision, goal, or solution, they will have opportunities to present the information in a variety of ways. Finally, students will learn to reflect on and evaluate the entire process, thinking about what went well, what could have been done differently, and what should be done next. (H&PE, p.21)</p> | |
| <p>CRITICAL AND CREATIVE THINKING SKILLS (CT) SPECIFIC EXPECTATIONS:</p> <p>1.5 use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education (e.g., Active Living: <i>explain how participating in moderate to vigorous activity is connected to better fitness and better health; describe what is needed to play safely and comfortably outside in different kinds of weather;</i> Movement Competence: <i>explore the use of many pieces of equipment and explain how each is different and why they prefer one over another;</i> Healthy Living: <i>explain how to stay safe by identifying household products that might be dangerous</i>)</p> | <p>FULLY ALIVE AND OTHER CATHOLIC EDUCATION RESOURCES AS THEY LINK TO CRITICAL AND CREATIVE THINKING SKILLS (CT)</p> <p>FULLY ALIVE</p> <p>THEME 1: CREATED AND LOVED BY GOD Topic 3: <i>Feelings</i>, p.50-56</p> <ul style="list-style-type: none"> • Recognize the importance of expressing their feelings. • Recognize that they have choices in the way they express their feelings. <p>THEME 4: GROWING IN COMMITMENT Topic 3: <i>Making Decisions</i>, p.155-161</p> <ul style="list-style-type: none"> • Analyse and compare two situations involving decisions. • Recognize that making decisions can be difficult. <p>AIDS: A CATHOLIC EDUCATIONAL APPROACH TO HIV LESSON 7: CHRISTIAN RESPONSE, p.38-39</p> <ul style="list-style-type: none"> • Demonstrate an understanding of life as a gift and identify the responsibilities that result from that gift. <p>LESSON 9: TRANSMISSION AND PREVENTION, p.41-45</p> <ul style="list-style-type: none"> • Test criteria for evaluating behaviour as good/bad, safe/dangerous, kind/unkind. <p>SCRIPTURE <i>“His master said to him, ‘Well done, good and trustworthy slave; you have been trustworthy in a few things, I will put you in charge of many things.’”</i> (Matthew 25: 21)</p> |

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| | <p style="text-align: center;">VIRTUES Justice, Prudence, Fortitude</p> <p style="text-align: center;">CATHOLIC SOCIAL TEACHINGS Dignity of Work and Service</p> <p style="text-align: center;">ANCHOR CONCEPTS Creativity/Design Discovery Empowerment</p> <p style="text-align: center;">CATHOLIC THEMES Dignity of Work and Service</p> <p style="text-align: center;">CATHOLIC GRADUATE EXPECTATIONS A Reflective, Creative and Holistic Thinker who: CGE3b: Creates, adapts, evaluates new ideas in light of the common good. CGE3c: Thinks reflectively and creatively to evaluate situations and solve problems. CGE3d: Makes decisions in light of gospel values with an informed moral conscience. A Self-Directed, Responsible, Lifelong Learner who: CGE4g: Examines and reflects on one’s personal values, abilities and aspirations influencing life’s choices and opportunities. A Collaborative Contributor who: CGE5b: Thinks critically about the meaning and purpose of work. CGE5g: Achieves excellence, originality, and integrity in one’s own work and supports these qualities in the work of others.</p> |
| <p style="text-align: center;">A. ACTIVE LIVING</p> <p>The Active Living strand helps students develop the skills and knowledge needed to participate regularly and safely in physical activity, while enjoying being physically active and learning how to develop and enhance their own personal fitness. Learning through physical activity helps to enhance students’ physical literacy. Daily physical activity (DPA) is one important component of this strand. Participating in daily moderate to vigorous</p> | <p style="text-align: center;">FULLY ALIVE AS IT LINKS TO ACTIVE LIVING</p> <p>The call to be active in the world calls us to cultivate the awareness of the richness and potential of human activity in the world and of the interdependence of all people in the human family. With this awareness, an attitude of Christian care and personal involvement in the world can be nurtured and developed.</p> <p>The Catholic anchor concept of interdependence celebrates the giftedness of the individual person or</p> |

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| <p>physical activity helps to build a habit of activity that becomes a part of each student’s routine and way of life. (H&PE, p.21)</p> <p>OVERALL EXPECTATIONS:</p> <p>By the end of Grade 2, students will:</p> <p>A1. participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of the value of regular physical activity in their daily lives;</p> <p>A2. demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living;</p> <p>A3. demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.</p> | <p>community in relationship with others for the good of the greater whole. Interdependence thus affirms both autonomy and interrelatedness. Interdependence recognizes that we benefit as individuals and as a collective from the diverse talents and gifts of our neighbours.</p> <p>“...sport has brought you together from different countries in a common interest and shared goals. Your passion for sport is a building block of human solidarity, friendship and goodwill among peoples. May your physical exertions be a part of your quest for the higher values which build character and give you dignity and a sense of achievement, in your own eyes and in the eyes of others. In Christian terms, life itself is a contest and a striving for goodness and holiness.” <small>(Pope John Paul II, <i>Jubilee of Sports People</i>, October 2000)</small></p> |
| <p>ACTIVE LIVING SPECIFIC EXPECTATIONS:</p> <p>A1. ACTIVE PARTICIPATION</p> <p>A1.1 actively participate in a wide variety of program activities, according to their capabilities (<i>e.g., individual and small-group activities, dancing to music, cooperative games</i>), while applying behaviours that enhance their readiness and ability to take part (<i>e.g., being engaged and moving throughout the activity; knowing what to do; demonstrating appropriate interpersonal skills, such as active listening, communicating with respect, and providing help to and asking for help from group members</i>) [PS, IS]</p> <p><i>Teacher prompt: “God has created us all in very special ways and because we are created in special ways we all have different things that we like to do. What are some of the things you like to do that are active and get you moving?”</i></p> <p><i>Student: “I like riding my bicycle, dancing, swimming, playing soccer and baseball.”</i></p> | <p>FULLY ALIVE AND OTHER CATHOLIC EDUCATION RESOURCES AS THEY LINK TO ACTIVE LIVING</p> <p>FULLY ALIVE</p> <p>THEME 1: CREATED AND LOVED BY GOD</p> <p>Topic 1: <i>Each One Is Special</i>, p.38-43</p> <ul style="list-style-type: none"> Identify some of their interests, activities, and preferences. Recognize that each of them is a unique person whom God created and loves. <p>Topic 2: <i>We Are Growing</i>, p.44-49</p> <ul style="list-style-type: none"> Identify some of the ways that they have grown and developed. Recognize that they will continue to grow and develop. <p>THEME 3: CREATED SEXUAL: MALE AND FEMALE</p> <p>Topic 5: <i>The Gift of Bodies</i>, p.135-141</p> <ul style="list-style-type: none"> Describe some of the ways they can show respect and care for their bodies. Recognize that our bodies are gifts from God. <p>THEME 4: GROWING IN COMMITMENT</p> <p>Topic 3: <i>Making Decisions</i>, p.155-161</p> <ul style="list-style-type: none"> Analyse and compare two situations involving |

A1.2 demonstrate an understanding of factors that contribute to their personal enjoyment of being active (*e.g., having the opportunity to participate fully in all aspects of an activity, being able to choose the activities they participate in and having choice within the activities, having adequate practice time, having access to safe outdoor play space, being able to take part in activities that are connected to their cultural background*) as they participate in a wide variety of individual and small-group activities [PS]

A1.3 identify reasons for participating in physical activity every day (*e.g., to have fun, learn through play, be with classmates who are involved in after-school physical activities, pursue personal interests in certain kinds of activities, enjoy a change from the classroom routine, emulate a role model, interact with family members, improve health, follow cultural teachings*) [CT]

Teacher prompt: “God has created this world for us to take care of and appreciate. In what ways can you be active outdoors?”

A2. PHYSICAL FITNESS

A2.1 Daily physical activity (DPA): participate in sustained moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to the best of their ability for a minimum of 20 minutes each day (*e.g., playing continuous tag games, skipping, wheeling their wheelchair, using hula hoops*) [PS]

A2.2 describe different types of activities that improve the strength of the heart and lungs (*e.g., running, wheeling fast, walking fast, skipping, dancing to music, doing a fitness circuit, other whole-body or large muscle activities*)

Teacher prompt: “Our bodies are gifts from God and we want to take care of that gift.”

decisions.

- Recognize that making decisions can be difficult.

THEME 5: LIVING IN THE WORLD

Topic 1: *The World Is a Good Place To Be*, p.165-168

- Identify some aspects of the world that make it a good place for them.
- Appreciate the goodness of God’s world.

Topic 2: *Gifts of the Earth*, p.169-173

- Identify some of the Earth’s many natural resources.
- Appreciate that God has given us what we need to live in the world.

RELIGIOUS EDUCATION

Born of the Spirit: We Belong to the Lord Jesus

UNIT 10: LET’S GO FORTH

Theme 28: *With God’s blessing, we go forth*, p.258-268

- To explore the meaning of the dismissal rite.
- To discover what it means to be sent forth.

SCRIPTURE

“Everyone who competes in the games goes into strict training. They do it to get a crown that will not last; but we do it to get a crown that will last forever.”
(1Corinthians 9:25)

VIRTUES

Temperance, Fortitude, Justice, Prudence

CATHOLIC SOCIAL TEACHINGS

Dignity of Work and Service
Dignity of the Human Person
Promotion of Peace

ANCHOR CONCEPTS

Interdependence
Justice
Lifestyle

CATHOLIC THEMES

Community of Common Good
Dignity of Work and Service

What types of activities can we do to help exercise our hearts and lungs?"

Student: "Playing hockey and soccer is good exercise for my heart and lungs."

A2.3 recognize their degree of exertion in physical activities by using simple assessment methods (e.g., *putting their hand on their chest to feel the increase in heart rate as they move faster, using the talk test [monitoring whether they can talk while being physically active]*), and identify factors that affect their performance level (e.g., *humidity, extremely cold or warm air, poor air quality, personal fitness level*) [PS, CT]

Teacher prompt: "Our bodies are gifts from God and we want to take care of that gift. How do you know when we are exercising hard enough?"

Student: "I can feel my heart beating fast when I put my hand on my chest. I start to get all sweaty and hot."

A2.4 participate in setting and achieving realistic personal and group goals related to physical activity (e.g., *a personal goal of doing a physical activity for a specified period of time, a group goal of completing a collective number of class star jumps in a given time frame*) [PS, IS, CT]

Teacher prompt: "God gave us our gifts, and wants us to develop them. What were some of the activities that you were able to do when you were little? What are some of the activities that you are learning to do now? What are some of the activities that you would like to learn to do?"

Student: "When I was a baby I liked to crawl on the floor. Now I learned to ride my two-wheeler bike without training wheels. I would like to play lacrosse like my big

**CATHOLIC GRADUATE EXPECTATIONS
A Self-Directed, Responsible, Lifelong Learner
who:**

CGE4a: Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others.

CGE4b: Demonstrates flexibility and adaptability.

CGE4h: Participates in leisure and fitness activities for a balanced and healthy lifestyle.

sister.”

A3. SAFETY

A3.1 demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity (*e.g., being aware of personal space, making sure their shoelaces are tied, warming up to prevent injury, taking turns when sharing equipment, avoiding overcrowding when using equipment both in class and on the playground, making sure straps are done up before pushing a wheelchair*) [PS, IS]

Teacher prompt: “Our bodies are gifts from God and we want to take care of that gift. How do you know when we are exercising hard enough?”

Student: “I can feel my heart beating fast when I put my hand on my chest. I start to get all sweaty and hot.”

A3.2 identify ways of protecting themselves and others, including those with medical conditions, from safety risks while participating in physical activity (*e.g., wearing a properly fitting helmet to protect the head, avoiding broken glass on the field or on the playground and reporting it to the teacher, carrying an epinephrine autoinjector if needed, reducing intensity of physical activity if poor air quality causes breathing difficulties, bringing an inhaler if needed, tucking in the tubing of an insulin therapy pump to prevent it from getting caught*) [PS, CT]

Teacher prompt: “We want to protect our bodies that God has given to us. What are some of the things we need to remember to do when we participate in activities both outdoors and indoors?”

B. MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES

The Movement Competence strand helps students develop the movement competence needed to participate in physical activities through the development of movement skills and the related application of movement concepts and movement strategies. As students develop their confidence and competence, they will be developing their physical literacy. Students are also introduced to movement principles in developmentally appropriate ways. These principles are indicated in the expectations through examples and teacher prompts that illustrate how skills can be applied at different ages and stages. The students learn kinesthetically in this strand, as in the Active Living strand, and have regular opportunities in every grade to develop and practise their personal movement skills. (H&PE, p.23)

OVERALL EXPECTATIONS:

By the end of Grade 2, students will:

- B1.** perform movement skills, demonstrating awareness of the basic requirements of the skills and applying movement concepts as appropriate, as they engage in a variety of physical activities;
- B2.** apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities, in order to enhance their ability to participate successfully in those activities.

FULLY ALIVE AS IT LINKS TO MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES

For students one of the great challenges in the development of identity is the mastery of a new repertoire of skills. “Who I am is what I can do”—particularly at school. As teachers, we must consider all of the growing, changing, and learning that the children have already experienced and will experience in the future.

We encourage them to look with pride on their accomplishments. Since students develop at different rates and have a variety of gifts, it is important to accept and affirm each person’s unique pattern of growth.

At the same time, we encourage students to see their future learning as exciting and challenging. Acquiring skills and developing talents invariably involves hard work, mistakes, and occasional failures. For learning, mistakes can be as important as successes. The self-esteem and confidence of each student are also crucial for future learning. Students must not lose their courage for growth.

It is important for the students to understand that they are much more than what they have learned to do. Just as they learn new skills, they also learn to grow in spirit of kindness, generosity and helpfulness. (*Fully Alive* Gr.1, p.67-68)

“Sport, properly directed, develops character, makes a person courageous, a generous loser, and a gracious victor; it refines the senses, gives intellectual penetration, and steels the will to endurance. It is not merely a physical development then. Sport, rightly understood, is an occupation of the whole person, and while perfecting the body as an instrument of the mind, it also makes the mind itself a more refined instrument for the search and communication of truth and helps the person to achieve that end to which all others must be subservient, the service and praise of the Creator.” (Pope Pius XII, Sport at the First Service of the Spirit, July 29, 1945)

MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES SPECIFIC EXPECTATIONS:

B1. MOVEMENT SKILLS AND CONCEPTS

B1.1 perform a variety of static balances with and without equipment (*e.g., balance on the floor, on a line, on a bench; balance objects on different body parts*), using different body parts at different levels and making different body shapes (*e.g., low level – perform a V-sit: balance on buttocks with legs in the air, hold with muscles tight and legs together and arms either supporting the body or held at their sides; medium level – perform a standing scale: balance on one foot with the other leg stretched behind in the air, torso bent forward, and arms out parallel to the floor for balance; high level – perform a standing balance: using a walker for balance, lift one foot or one hand*) [PS]

Teacher prompt: “As you explore your God-given talents and qualities, what are the different ways you can balance at a low level, medium level or high level?”

B1.2 demonstrate the ability to jump, hop, and land safely and in control, taking off from one foot or from two feet [PS]

B1.3 perform a variety of locomotor movements with and without equipment, travelling in different directions and at different speeds, and using different pathways (*e.g., hop sideways across a line, gallop in a curved pathway around trees or objects, skip quickly using a rope, slide or wheel slowly in a zigzag pattern, move at different speeds in response to the beat of a drum, run quickly following a curving pathway, jog slowly backwards while checking over their shoulder*) [PS]

Teacher prompt: “God created us to use our senses. Show me the different ways that you can move to the beat of the drum.”

FULLY ALIVE AND OTHER CATHOLIC EDUCATION RESOURCES AS THEY LINK TO MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES

FULLY ALIVE

THEME 1: CREATED AND LOVED BY GOD

Topic 1: *Each One Is Special*, p.38-43

- Identify some of their interests, activities, and preferences.
- Recognize that each of them is a unique person whom God created and loves.

Topic 4: *Sharing Our Gifts*, p.57-63

- Identify some of their gifts and personal qualities.
- Express their appreciation of their gifts and those of others.

THEME 2: LIVING IN RELATIONSHIP

Topic 6: *Co-operation Among Friends*, p.97-101

- Explain the importance of co-operation with others.
- Recognize the need to develop a spirit of co-operation in their relationships.

THEME 4: GROWING IN COMMITMENT

Topic 3: *Making Decisions*, p.155-161

- Analyse and compare two situations involving decisions.
- Recognize that making decisions can be difficult.

AIDS: A CATHOLIC EDUCATIONAL APPROACH TO HIV

LESSON 7: CHRISTIAN RESPONSE, p.38-39

- Demonstrate an understanding of life as a gift and identify the responsibilities that result from that gift.

SCRIPTURE

“But eagerly desire the greater gifts. And now I will show you the most excellent way.” (1 Corinthians 12:31)

VIRTUES

Hope, Justice, Fortitude

B1.4 send objects of different shapes and sizes at different levels and in different ways, using different body parts (*e.g., slide a beanbag across the floor to a partner; throw a beanbag or ball underhand, using two hands or their dominant hand, and catch it or have a partner catch it; throw a disc through an upright hula hoop; kick a utility ball to a partner; strike a beach ball, using their hands, knees, chest, or foot*) [PS]

B1.5 receive objects of different shapes and sizes at different levels and in various ways, using different body parts (*e.g., stop a low bouncing ball with their hands or feet; catch or trap a beanbag that they or a partner toss, using two hands or their dominant hand*) [PS, IS]

Teacher prompt: “God has made us unique and everyone finds some things easy and some things difficult. How many different ways can you stop a ball without using your hands? Which way do you find difficult and why? Which one did you find easy and why?”

Student: “I find stopping the ball with my head hard because I couldn’t bend down fast enough. My partner Morgan found it hard to stop the ball with her back because she couldn’t see the ball when she turned around.”

B2. MOVEMENT STRATEGIES

B2.1 demonstrate an understanding that different physical activities have different components (*e.g., movement skills, basic rules and boundaries, conventions of fair play and etiquette*), and apply this understanding as they participate in and explore a variety of individual and small-group activities [IS]

Teacher prompt: “It is important that we learn to co-operate and involve others on a team. When we move from partner work to

CATHOLIC SOCIAL TEACHINGS

Community and the Common Good
Dignity of the Human Person

ANCHOR CONCEPTS

Human Dignity
Solidarity
Empowerment

CATHOLIC THEMES

Dignity of the Human Person
Dignity of Work and Service

CATHOLIC GRADUATE EXPECTATIONS

A Self-Directed, Responsible, Lifelong Learner who:

CGE4b: Demonstrates flexibility and adaptability.

CGE4g: Examines and reflects on one’s personal values, abilities and aspirations influencing life’s choices and opportunities.

CGE4h: Participates in leisure and fitness activities for a balanced and healthy lifestyle.

A Collaborative Contributor who:

CGE5a: Works effectively as an interdependent team member.

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| <p>large group work, did you involve everyone? What strategies or rules could you use so that everyone is involved? Why should we involve everyone?”</p> <p>Student: “No, we tried to pass the ball to everyone but some people got the ball more than others. Maybe we can add a rule that once we touch the ball, we go to the end of the line. We should take turns.”</p> <p>B2.2 apply a variety of simple tactics to increase their chances of success during physical activities (e.g., wheel their wheelchair or run into open space when playing tag games in order to more easily avoid being tagged; choose an object for a throwing activity that they think they can successfully throw and catch multiple times – a cloth ball, a utility ball, a tennis ball, a beanbag; use adapted or specialized equipment, such as a ball with a bell inside that can provide an auditory cue) [PS, CT]</p> | |
| <p style="text-align: center;">C. HEALTHY LIVING</p> <p>With <i>The Ontario Curriculum, Grades 1-8: Health and Physical Education, Interim Edition, 2010 (revised)</i>, schools will continue to teach “Growth and Development” as outlined in the 1998 curriculum instead of the Human Development and Sexual Health expectations. <i>The Ontario Curriculum, Grades 1-8: Health and Physical Education, Interim Edition, 2010 (revised)</i>, has the Human Development and Sexual Health expectations removed and the Growth and Development expectations as outlined in the 1998 curriculum inserted for each grade.</p> <p>The Healthy Living strand helps students develop an understanding of the factors that contribute to healthy development, a sense of personal responsibility for lifelong health, and a respect for their own health in relation to others and the world around them. Students will</p> | <p style="text-align: center;">FULLY ALIVE AS IT LINKS TO HEALTHY LIVING</p> <p>Healthy Living is linked to <i>Fully Alive</i> Theme Three. It builds on the previous themes, and continues to explore the question of what it means to be human.</p> <p>Each person is precious; each is made in the image and likeness of God. Created out of love, our true meaning is found in love, in living our lives in relationship with others. We are spouses, family members, friends, neighbours, members of communities, and participants in human society.</p> <p><i>Fully Alive</i> creates opportunities for discussions on topics such as personal health and well-being, healthy eating, anti-bullying, substance use and sexual abuse. What <i>Fully Alive</i> provides, which is essential to programs that deal with actions that are exploitive and harmful, is the foundation on which they must be built: respect for self and others as beloved children of God; the development of authentic relationships within the</p> |

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| <p>develop health literacy as they acquire the knowledge and skills they need to develop, maintain, and enjoy healthy lifestyles as well as to solve problems, make decisions, and set goals that are directly related to their personal health and well-being. Learning how to establish, monitor, and maintain healthy relationships is a key part of this strand. (H&PE, p.29)</p> <p>OVERALL EXPECTATIONS:</p> <p>By the end of Grade 2, students will:</p> <p>C1. demonstrate an understanding of factors that contribute to healthy development;</p> <p>C2. demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;</p> <p>C3. demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others’ health and well-being.</p> | <p>family and with peers; and growth in understanding of the gift of sexuality as an expression of life and love. (Fully Alive, p.17)</p> <p>Grade 2 – Theme Three focuses on:</p> <ul style="list-style-type: none"> • Meeting the Brunelle family, who are expecting their third child. • Discovering more about the development of babies before birth and especially about how the baby breathes and receives nourishment in the uterus. • Learning about the importance of respect and care for the body, which is a gift from God. (Fully Alive Gr. 2, p.104) |
| <p>HEALTHY LIVING SPECIFIC EXPECTATIONS:</p> <p>C1. UNDERSTANDING HEALTH CONCEPTS</p> <p>Personal Safety and Injury Prevention</p> <p>C1.1 demonstrate an understanding of practices that enhance personal safety in the home (e.g., <i>observing precautions for answering the phone and door, establishing home fire escape strategies, respecting electrical outlet covers, following precautions for preparing and storing foods, washing hands</i>) and outdoors (e.g., <i>using UV protection; observing safety rules when riding the bus, riding a bicycle, walking to school, approaching railway tracks and crossings; carrying medication for allergic reactions; being cautious when approaching animals</i>) [PS]</p> | <p>FULLY ALIVE AND OTHER CATHOLIC EDUCATION RESOURCES AS THEY LINK TO HEALTHY LIVING</p> <p>FULLY ALIVE</p> <p>THEME 2: LIVING IN RELATIONSHIP</p> <p>Topic 4: <i>We Fight and Forgive</i>, p.86-90</p> <ul style="list-style-type: none"> • Identify some situations that lead to fights among brothers and sisters. • Recognize the need for forgiveness among brothers and sisters. <p>Topic 5: <i>Being Friends</i>, p.91-96</p> <ul style="list-style-type: none"> • Describe some of the ways they express friendship with others. • Recognize the importance of friendship in people’s lives. <p>Topic 6: <i>Co-operation Among Friends</i>, p.97-101</p> <ul style="list-style-type: none"> • Explain the importance of co-operation with others. • Recognize the need to develop a spirit of co- |

C1.2 identify common food allergies and sensitivities (*e.g., to peanuts, tree nuts, milk, eggs, fish*) and the reactions they might cause (*e.g., swelling, skin rash, difficulty breathing, abdominal cramps, vomiting, diarrhea, coma, death*)

Substance Use, Addictions, and Related Behaviours

C1.3 describe the difference between prescription medicines and non-prescription medicines, giving examples of each, and identify rules for the proper use of all medicines

C2. MAKING HEALTHY CHOICES

Healthy Eating

C2.1 use Canada’s Food Guide to assess the nutritional value of meals (*e.g., in terms of food groups and number and size of servings*), and identify food and beverage choices that enhance healthy growth and development

C2.2 demonstrate an understanding of how to make healthy food choices for meals and snacks, considering the factors they can and cannot control (*e.g., the food that’s available in the home; the food that’s available when eating out; energy needed at different times of day; allergies; food guidelines associated with medical conditions such as diabetes or celiac disease; food safety related to food preparation, storage, handling, and cleanliness*) [CT]

Personal Safety And Injury Prevention

C2.3 explain the importance of standing up for themselves, and demonstrate the ability to apply behaviours that enhance their personal safety in threatening situations (*e.g., speaking confidently; stating boundaries; saying no; reporting exploitive behaviours, such as improper touching of their bodies or others’ bodies*) [PS, IS]

Teacher prompt: “Remember when we talked about our bodies being a gift from God and

operation in their relationships.

AIDS: A CATHOLIC EDUCATIONAL APPROACH TO HIV

LESSON 8: BASIC INFORMATION, p.39-41

- Explain in simple terms the meaning of the word “contagious”.

LESSON 9: TRANSMISSION AND PREVENTION, p.41-45

- Test criteria for evaluating behaviour as good/bad, safe/dangerous, kind/unkind.

SCRIPTURE

“It was you who created my inmost self, you put me together in my mother’s womb, I praise you that I have been so wonderfully made; your works are wonderful.”

(Psalm 139: 13-14)

VIRTUES

Love, Prudence, Temperance, Fortitude

CATHOLIC SOCIAL TEACHINGS

Stewardship of Creation

Human Dignity

Rights and Responsibilities

ANCHOR CONCEPTS

Conflict, Empowerment, Lifestyle

CATHOLIC THEMES

Intimacy and Sexuality

Mystery, Wonder and Awe

CATHOLIC GRADUATE EXPECTATIONS

A Discerning Believer Formed in the Catholic Faith Community who:

CGE1e: Speaks the **language of life**... “recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it.” (Witnesses to Faith)

A Self-Directed, Responsible, Lifelong Learner who:

CGE4a: Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others.

that they deserve appreciation and respect. How do people keep their bodies safe and respected?”

Student: “Some parts of our body are private, and we keep them covered; when people are in the bathroom or undressing, we show our respect by giving them privacy. We don’t touch other people’s private parts.”

C3. MAKING CONNECTIONS FOR HEALTHY LIVING

Personal Safety And Injury Prevention

C3.1 describe how to relate positively to others (*e.g., cooperate, show respect, smile, manage anger*) and describe behaviours that can be harmful in relating to others (*e.g., verbal abuse, including name calling, insults, and mocking; deliberately ignoring someone; physical violence, including pushing, kicking, and hitting*) [IS]

Teacher prompt: “Remember when we talked about how God created us with feelings and that we are in charge of our feelings and we can choose how to show them. What can we do when we feel angry about something? What can you do when you know your friend is angry?”

Student: “When I am angry I go to an area by myself and I don’t want to talk to anyone. Sometimes I like to tell other people what I am feeling. It makes me feel better inside. When my friend Alexandra is angry, I try and talk to her so that she can share her feelings with me. It makes her feel better to talk to someone.”

Teacher prompt: “Why is it important to tell other people when we’re upset or angry?”

Student: “It helps us feel better; it’s better to talk about our feelings than to kick or hit someone or say something nasty.”

A Responsible Citizen who:

CGE7b: Accepts accountability for one's own actions.

CGE7d: Promotes the sacredness of life.

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| <p>Substance Use, Addictions, and Related Behaviours</p> <p>C3.2 describe methods that may be used instead of or in combination with medication to maintain good health and prevent or treat various health problems (<i>e.g., getting more sleep to help get rid of a cold; getting more fresh air and physical activity to relieve headaches; eating healthier meals as recommended in Canada’s Food Guide; using natural healing practices</i>) [CT]</p> | |
| <p>GROWTH AND DEVELOPMENT (1998) OVERALL EXPECTATION:</p> <p>By the end of Grade 2, students will:</p> <ul style="list-style-type: none"> describe parts of the human body, the functions of these parts, and behaviours that contribute to good health. | <p>THEME 3: CREATED SEXUAL: MALE AND FEMALE</p> <p>We are also, as the title of this theme indicates, sexual; God created us male and female. Human love encompasses the body in its maleness and femaleness.</p> <p>Within the vocation of marriage, this love is expressed in the sexual relationship of husband and wife who give themselves to each other and welcome new human persons into their community of love.</p> <p>Ideally, it is on this foundation of the fruitful love of wife and husband, which is an image of the love of God, that children’s early understanding of the meaning of sexuality is developed. (<i>Fully Alive Gr. 2, p.102</i>)</p> |
| <p>SPECIFIC EXPECTATIONS (1998):</p> <p>By the end of Grade 2, students will:</p> <ul style="list-style-type: none"> distinguish the similarities and differences between themselves and others (<i>e.g., in terms of body size or gender</i>); describe how germs are transmitted and how this relates to personal hygiene (<i>e.g., using tissues, washing hands before eating</i>); identify the five senses and describe how each functions. | <p>FULLY ALIVE AND OTHER CATHOLIC EDUCATION RESOURCES AS THEY LINK TO GROWTH AND DEVELOPMENT (1998)</p> <p>FULLY ALIVE</p> <p>THEME 1: CREATED AND LOVED BY GOD</p> <p>Topic 1: <i>Each One Is Special</i>, p.38-43</p> <ul style="list-style-type: none"> Identify some of their interests, activities, and preferences. Recognize that each of them is a unique person whom God created and loves. <p>Topic 2: <i>We Are Growing</i>, p.44-49</p> <ul style="list-style-type: none"> Identify some of the ways that they have grown and developed. Recognize that they will continue to grow and develop. |

THEME 3: CREATED SEXUAL: MALE AND FEMALE

Topic 2: *How Life Begins*, p.113-121

- Listen and respond to a story about the beginning of human life inside the uterus.
- Appreciate and respect God’s wonderful plan for new life.

Topic 3: *A Special Home*, p.122-128

- Describe some features of prenatal life.
- Appreciate God’s wonderful plan for new life.

Topic 4: *The Baby Arrives*, p.129-134

- Give a simple description of how the human person is born.
- Appreciate that new babies are a gift from God.

Topic 5: *The Gift of Bodies*, p.135-141

- Describe some of the ways they can show respect and care for their bodies.
- Recognize that our bodies are gifts from God.

AIDS: A CATHOLIC EDUCATIONAL APPROACH TO HIV

LESSON 8: BASIC INFORMATION, p. 39-41

- Explain in simple terms the meaning of the word “contagious”.

SCRIPTURE

“It was you who created my inmost self, you put me together in my mother’s womb, I praise you that I have been so wonderfully made; your works are wonderful.”
(Psalm 139: 13-14)

VIRTUES

Love, Prudence, Temperance, Fortitude

CATHOLIC SOCIAL TEACHINGS

Stewardship of Creation
Human Dignity
Rights and Responsibilities

ANCHOR CONCEPTS

Conflict
Empowerment
Lifestyle

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| | <p style="text-align: center;">CATHOLIC THEMES Intimacy and Sexuality Mystery, Wonder and Awe</p> <p style="text-align: center;">CATHOLIC GRADUATE EXPECTATIONS A Discerning Believer Formed in the Catholic Faith Community who: CGE1e: Speaks the language of life...“recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it.” (Witnesses to Faith) A Self-Directed, Responsible, Lifelong Learner who: CGE4a: Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others. A Responsible Citizen who: CGE7b: Accepts accountability for one's own actions. CGE7d: Promotes the sacredness of life.</p> |
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Grade 3

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| MINISTRY OF EDUCATION | INSTITUTE FOR CATHOLIC EDUCATION |
| STRANDS AND LIVING SKILLS IN THE REVISED INTERIM HEALTH AND PHYSICAL EDUCATION CURRICULUM | CURRICULUM LINKS IN FULLY ALIVE AND OTHER CURRICULUM SUPPORT FOR CATHOLIC SCHOOLS |
| <p style="text-align: center;">LIVING SKILLS</p> <p>The living skill expectations identify learning that helps students develop a positive sense of self, develop and maintain healthy relationships, and use critical and creative thinking processes as they set goals, make decisions, and solve problems. Living skills are an important aspect of students’ overall healthy development, and their application is essential to the achievement of many of the expectations in the Active Living, Movement Competence, and Healthy Living strands. Living skills cannot be taught effectively in isolation; they must be taught and evaluated in conjunction with learning related to all strands of the curriculum, in order to make the learning personally relevant for students. As they develop and apply their living skills, students will build resilience. They will learn to make choices that protect their safety and health and enable them to become independent thinkers and responsible adults who are capable of developing strong relationships and who are committed to lifelong healthy, active living. (H&PE, p.19)</p> <p>OVERALL EXPECTATIONS:</p> <p>By the end of Grade 3, students will:</p> <p>1. demonstrate personal and interpersonal skills and the use of critical and creative thinking processes as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence and</p> | <p style="text-align: center;">FULLY ALIVE AS IT LINKS TO LIVING SKILLS</p> <p>Pope John Paul II described in a few words what our Family Life Program wants to assist parents in doing: <i>Remote preparation [for marriage or celibate life] begins in early childhood, in that wise family training which leads children to discover themselves as being endowed with a rich and complex psychology and with a particular personality with its own strengths and weaknesses. It is the period when esteem for authentic human values is instilled, both in interpersonal and social relationships, with all that this signifies for the formation of character, for the control and right use of one’s inclinations, for the manner of regarding and meeting people of the opposite sex, and so on. Also necessary, especially for Christians, is solid spiritual and catechetical formation ...</i> (The Role of the Christian Family in the Modern World, 66) (Gr.3 Fully Alive, p.14)</p> <p><i>Fully Alive</i>, along with the catechetical program, is intended to help our children to understand the dignity of their calling in Christ. Together parents and teachers become partners in giving children the vision of God, which is revealed in Christ Jesus, the Word made flesh, to the greater glory of God. (Archbishop Gervais, Ottawa)</p> <p>“The glory of God is man and woman fully alive, but life for them consists in seeing God revealed in his Word.” (St. Irenaeus, <i>Against Heresies</i>, IV. 20. 7)</p> <p>At its heart, the goal of <i>Fully Alive</i> is to complement the efforts of parents in setting their children on the path to becoming fully human. This goal is also that of what is often described as character education. The</p> |

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| <p>Healthy Living strands for this grade.</p> | <p>qualities, or virtues, that <i>Fully Alive</i> encourages include: reverence, respect for self, respect for others, responsibility, initiative, kindness, gratitude, perseverance, honesty, integrity, chastity, justice, courage, empathy, and hope.</p> |
| <p style="text-align: center;">PERSONAL SKILLS (PS)</p> <p>Personal skills help students understand themselves better and equip them to deal with life’s challenges. The health and physical education program provides students with many opportunities to develop these skills as they discover and develop new physical capabilities and acquire knowledge and explore ideas that have deep personal relevance.</p> <p>Through the development of self-awareness and self-monitoring skills, students build a sense of “being”. They learn to understand their capabilities and strengths and to take responsibility for their learning and their actions.</p> <p>Through the acquisition of adaptive, coping, and management skills, students develop their capacity to respond to difficulties and to develop greater control over their lives. All of these skills build resilience – the ability to protect and maintain one’s mental health and emotional well-being while responding to the stresses and challenges of life.</p> <p>Learning personal skills helps to develop an understanding of the factors that contribute to resilience and a positive self-concept. It also includes learning about the importance of a positive disposition and a forward-thinking outlook. Although students are not evaluated on their disposition and outlook, they are taught to be aware of and to manage their feelings.</p> <p>Learning the power of a positive attitude, learning to make connections between feelings and actions or between their personal strengths and the activities that they choose to do, for</p> | <p style="text-align: center;">FULLY ALIVE AS IT LINKS TO PERSONAL SKILLS (PS)</p> <p>CREATED AND LOVED BY GOD (Theme 1) What does it mean to be human? To be human is to be part of God’s gift of creation. It means to love and be loved, to live in family, to have friends, to be male or female, to make choices and promises, to be happy and sad, to work, to succeed and to fail, to participate in society.</p> <p>All these facets of human life are explored in <i>Fully Alive</i>; the first theme of the program, “Created and Loved by God,” provides a foundation and framework for this exploration. This foundation is the fundamental Christian belief that God creates, loves, and sustains each person.</p> <p>To be human is to be created in the image of a loving God. This image is revealed to us in Jesus Christ.</p> <p>Two important dimensions of human nature are emphasized throughout the theme: our individuality and our commonality.</p> <p>Each of us is unique and irreplaceable, yet we share a common human nature.</p> <p>Grade 3 – Theme One focuses on:</p> <ul style="list-style-type: none"> • Exploring what it means to be known and loved by God, known so well that God calls each one of us by name. • Finding out more about what it means to be a person – to be unique, but also alike in many ways; to have feelings and to make choices about the way we express them; and to have talents and gifts we need to develop. • Discovering that when we share our talents and gifts with each other, we are sharing ourselves. <i>(Fully Alive Gr.3, p.35-37)</i> |

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| <p>example, and developing the skills to respond to challenges and changes are all part of developing personal skills. (H&PE, p.20-21)</p> | |
| <p>PERSONAL SKILLS (PS) SPECIFIC EXPECTATIONS:</p> <p>1.1 use self-awareness and self-monitoring skills to help them understand their strengths and needs, take responsibility for their actions, recognize sources of stress, and monitor their own progress, as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., Active Living: <i>monitor their progress towards personal fitness goals, placing a sticker on the Active Living calendar on the fridge in their home each time they participate in a physical activity with a family member; Movement Competence:</i> <i>check whether they feel stable when performing static balances and adjust position if they do not; Healthy Living:</i> <i>identify some of the characteristics that make them unique, and think about things they may have done or said that acknowledged the unique characteristics of others in a positive way or that were disrespectful or hurtful to others</i>)</p> <p>1.2 use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., Active Living: <i>engage in a physical activity when they feel anxious or unhappy, to help make them feel better; Movement Competence:</i> <i>experiment with adopting a positive attitude if they are not feeling confident as they learn a new skill, and describe how doing so affects their skill development; Healthy Living:</i> <i>make sure that they are getting enough sleep and eating healthy food to help them learn and grow</i>)</p> | <p style="text-align: center;">FULLY ALIVE AND OTHER CATHOLIC EDUCATION RESOURCES AS THEY LINK TO PERSONAL SKILLS (PS)</p> <p style="text-align: center;">FULLY ALIVE</p> <p>THEME 1: CREATED AND LOVED BY GOD</p> <p>Topic 1: <i>God Knows My Name</i>, p.38</p> <ul style="list-style-type: none"> • Recognize that God knows them and calls them by their names. <p>Topic 2: <i>Different and Alike</i>, p.47</p> <ul style="list-style-type: none"> • Identify some of their personal characteristics and those of their classmates. <p>Topic 4: <i>We Share Our Talents and Gifts</i>, p.61</p> <ul style="list-style-type: none"> • Identify some of the talents and gifts that God has given them. • Recognize that their talents and gifts are meant to be shared with others. <p>THEME 2: LIVING IN RELATIONSHIP</p> <p>Topic 3: <i>Family Changes</i>, p.86</p> <ul style="list-style-type: none"> • Identify some of the feelings that occur in response to a death in the family. • Recognize and appreciate the need for family members to help each other when change brings sadness to a family. <p>Topic 6: <i>Being Part of the Group</i>, p.107</p> <ul style="list-style-type: none"> • Analyse the concept of friendliness. • Recognize the need to be open to other people. <p>THEME 4: GROWING IN COMMITMENT</p> <p>Topic 2: <i>Learning About Decisions</i>, p.160</p> <ul style="list-style-type: none"> • Examine the process of making a decision. • Recognize the value of care and effort in their work. • Recognize that decisions need to be made carefully. <p>Topic 3: <i>We Get Help With Our Decisions</i>, p.165</p> <ul style="list-style-type: none"> • Analyse a situation that requires a decision. • Recognize that other people can help them make good decisions. |

THEME 5: LIVING IN THE WORLD

Topic 1: *The World is Full of Wonderful People*, p.172

- Describe some of the differences and similarities of people from all over the world.
- Recognize and appreciate how much they share with all people.

Topic 3: *We Learn How to Work*, p.186

- Recognize the value of care and effort in their work.

RELIGIOUS EDUCATION

Born Of The Spirit: In The Spirit We Belong

UNIT 1: WE WELCOME AND GATHER IN THE SPIRIT

Theme 2: *Dreaming with God*, p.51-55

- To explore our hopes and dreams for our world.

UNIT 6: THE HOLY SPIRIT DWELLS IN THE FOLLOWERS OF JESUS

Theme 16: *We meet people of the Spirit*, p.194-195

- To see how the Holy Spirit strengthens people.

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LESSON 10: CHRISTIAN RESPONSE, p.46

- Develop a sense of moral responsibility for their own actions.

SCRIPTURE

“I can do all things through him that strengthen me.”
(Philippians 4:13)

VIRTUES

Fortitude, Temperance, Prudence

CATHOLIC SOCIAL TEACHINGS

Human Dignity, Community and the Common Good,
Rights and Responsibilities

ANCHOR CONCEPTS

Community, Interdependence, Lifestyle

CATHOLIC THEMES

Dignity of the Human Person, Community and the
Common Good, Human Rights and Responsibilities

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| | <p style="text-align: center;">CATHOLIC GRADUATE EXPECTATIONS</p> <p>A Discerning Believer Formed in the Catholic Faith Community who:</p> <p>CGE1i: Integrates faith with life.</p> <p>A Reflective, Creative and Holistic Thinker who:</p> <p>CGE3d: Makes decisions in light of gospel values with an informed moral conscience.</p> <p>A Self-Directed, Responsible, Lifelong Learner who:</p> <p>CGE4g: Examines and reflects on one’s personal values, abilities and aspirations influencing life’s choices and opportunities.</p> |
| <p style="text-align: center;">INTERPERSONAL SKILLS (IS)</p> <p>As they participate in physical activities and healthy living discussions, students interact with each other in many ways and have numerous opportunities to develop interpersonal skills. These are the relationship and social skills and the verbal and non-verbal communications skills that students need in order to interact positively with others, collaborate effectively in groups, and build healthy relationships. They are critical to interactions in everyday life, and they help students develop a sense of belonging as they learn to find their own place in the world. (H&PE, p.21)</p> | <p style="text-align: center;">FULLY ALIVE AS IT LINKS TO INTERPERSONAL SKILLS (IS)</p> <p>LIVING IN RELATIONSHIP (Theme 2)</p> <p>Human existence is lived out with others. We are so deeply social by nature and so profoundly dependent on each other that we absorb our closest relationships into our very identities. We describe ourselves as husbands and wives, mothers and fathers, sons and daughters, sisters and brothers, and friends.</p> <p>In Theme 2 the exploration of the meaning of human existence continues with a focus on the significant relationships of family and friendship. The relational nature of persons reflects our origin. “From the mutual acceptance and love of Father, Son and Spirit comes the creation of the universe” (OCCB, <i>Curriculum Guideline for Family Life Education</i>). The mystery of the Trinity tells us that relationship and community are at the very heart of God. To be an image of God is to be an image of love. God is the supreme model for all relationships. To the extent that we are life-giving in our daily interactions, we are living out the essential vocation of the Christian, which is the vocation to love.</p> <p>Grade 3 – Theme Two focuses on:</p> <ul style="list-style-type: none"> • Family names, customs and special occasions. • Exploring different positions in the family (oldest, middle, youngest, only child). • Discovering the importance of learning how to compromise with friends and of being friendly and open to others. (<i>Fully Alive Gr.3, p.67-70</i>) |

**INTERPERSONAL SKILL(S)
SPECIFIC EXPECTATIONS:**

1.3 communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (*e.g., **Active Living:** remind others about safety rules in a positive and supportive way; **Movement Competence:** talk with a partner to decide which piece of equipment to use and what distance to stand apart from each other in order to practice throwing and catching successfully; **Healthy Living:** explain to a friend who loves video games how real violence differs from fictional violence, and try to persuade that friend to choose less violent games*)

1.4 apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective team members (*e.g., **Active Living:** be willing to be anyone's partner for physical activities and be accepting of everyone when working in small groups; **Movement Competence:** interact positively with others when sharing space; **Healthy Living:** show leadership in identifying and avoiding peer pressure*)

**FULLY ALIVE AND OTHER CATHOLIC
EDUCATION RESOURCES AS THEY LINK TO
INTERPERSONAL SKILLS (IS)**

FULLY ALIVE

THEME 1: CREATED AND LOVED BY GOD

Topic 2: *Different and Alike*, p.38

- Recognize and appreciate the variety of people in their classroom.

Topic 3: *All Kinds of Feelings*, p.54

- Describe some differences in the way in which people express feelings.
- Explain why it is important for people to think about how they express their feelings.

Topic 4: *We Share Our Talents and Gifts*, p.61

- Recognize that their talents and gifts are meant to be shared with others.

THEME 2: LIVING IN RELATIONSHIPS

Topic 1: *Our Families*, p.71

- Describe some unique characteristics of their families.

Topic 2: *Family Love is Open*, p.78

- Identify some special occasions when their families share love with others.
- Appreciate that family love is open to others.

Topic 3: *Family Changes*, p.86

- Identify some of the feelings that occur in response to a death in the family.
- Recognize and appreciate the need for family members to help each other when change brings sadness to a family.

Topic 4: *Sisters and Brothers*, p.94

- Identify the advantages and disadvantages of birth order in the family.
- Recognize the value of friendship among brothers and sisters.

Topic 5: *What is a Friend?*, p.101

- Describe some of the pleasures and challenges of friendship.
- Recognize that all people need friends in their lives.

Topic 6: *Being Part of the Group*, p.107

- Analyse the concept of friendliness.
- Recognize the need to be open to other people.

THEME 4: GROWING IN COMMITMENT

Topic 1: *Families Have Commitments*, p.152

- Describe a variety of family commitments.
- Recognize the importance of family commitments.

Topic 2: *Learning About Decisions*, p.160

- Examine the process of making a decision.
- Recognize that decisions need to be made carefully.

Topic 3: *We Get Help With Our Decisions*, p.165

- Analyse a situation that requires a decision.
- Recognize that other people can help them make good decisions.

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LESSON 10: CHRISTIAN RESPONSE, p.46-47

- Perceive themselves as children of God who are capable of making good choices.

SCRIPTURE

“Each of us was given grace according to the measure of Christ's gift. The gifts he gave were to prepare all God's people for the work of Christian service, in order to build up the body of Christ.” (Ephesians 4:1-7, 12)

VIRTUES

Love, Justice, Temperance

CATHOLIC SOCIAL TEACHINGS

Human Dignity, Community and the Common Good
Promotion of Peace

ANCHOR CONCEPTS

Interdependence, Human Dignity, Family

CATHOLIC THEMES

Dignity of the Human Person
Community and the Common Good, Love and Justice

CATHOLIC GRADUATE EXPECTATIONS

A Reflective, Creative and Holistic Thinker who:

CGE3d: Makes decisions in light of gospel values with an informed moral conscience.

A Self-Directed, Responsible, Lifelong Learner who:

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| | <p>CGE4f: Applies effective communication, decision-making, problem-solving, time and resources management skills.</p> <p>CGE4g: Examines and reflects on one’s personal values, abilities and aspirations influencing life’s choices and opportunities.</p> |
| <p style="text-align: center;">CRITICAL AND CREATIVE THINKING SKILLS (CT)</p> <p>The ability to think critically and creatively will help students make healthier choices in all aspects of their lives. The health and physical education program gives students many opportunities to develop higher order thinking skills, to explore without fear of making mistakes, and to learn from their mistakes. Students will be able to apply these skills in many ways – to solving problems, resolving conflicts, making decisions, and setting goals. By helping students achieve personal goals and aspirations, these skills contribute to a sense of “becoming” – a sense of personal growth.</p> <p>In a variety of situations, students will learn to use their critical thinking skills to develop a plan and, within that context, to generate and organize information and ideas, then focus and clarify those ideas. They will learn and practise using a process to analyse, synthesize, and evaluate ideas and information. When they have arrived at a decision, goal, or solution, they will have opportunities to present the information in a variety of ways. Finally, students will learn to reflect on and evaluate the entire process, thinking about what went well, what could have been done differently, and what should be done next. (H&PE, p.21)</p> | <p style="text-align: center;">FULLY ALIVE AS IT LINKS TO CRITICAL AND CREATIVE THINKING SKILLS (CT)</p> <p>GROWING IN COMMITMENT (Theme 4) Links to critical and creative thinking are found in the <i>Fully Alive</i> Theme 4 “Growing in Commitment”. This theme is concerned with the truth of our lives as humans. Our choices, decisions, and promises reflect and create who we are.</p> <p>Are we whom we say we are? At each stage of living we are challenged to commit ourselves to our present roles and relationships to build the future. We are called to faithfulness to God and each other.</p> <p>Grade 3 – Theme Four focuses on:</p> <ul style="list-style-type: none"> • Examining the importance of commitments that all families have and how important it is for people to keep their commitments. • Discovering that we have to think before we make a decision. • Analysing a situation involving a decision, and learning that other people can help us when we are making decisions. (<i>Fully Alive</i> Gr.3, p.149-151) |

**CRITICAL AND CREATIVE THINKING SKILLS (CT)
SPECIFIC EXPECTATIONS:**

1.5 use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, resolving conflicts, and evaluating their choices in connection with learning in health and physical education (e.g., **Active Living:** *come up with ideas for ways in which they could be physically active inside their family's house or apartment;* **Movement Competence:** *after performing a movement sequence, reflect on what they could have done differently to make the transitions from one movement to another smoother;* **Healthy Living:** *plan what they might bring to a family picnic, focusing on local foods, and give reasons for their choices*)

FULLY ALIVE AND OTHER CATHOLIC EDUCATION RESOURCES AS THEY LINK TO CRITICAL AND CREATIVE THINKING SKILLS (CT)

FULLY ALIVE

THEME 4: GROWING IN COMMITMENT

Topic 1: *We Depend on Our Families*, p.144

- Recognize the importance of being dependable.

Topic 2: *What is a Promise?*, p.151

- Explain the meaning of the word promise.
- Recognize the need to think carefully before making a promise.

Topic 3: *Making Choices*, p.156

- Examine the process of making choices that are based on preferences.
- Recognize that choices based on preferences have consequences.

AIDS: A CATHOLIC EDUCATIONAL APPROACH TO HIV

LESSON 5: TRANSMISSION AND PREVENTION, p.33-34

- Identify ideas for playtime at school and at home as either “safe” or “dangerous”.

SCRIPTURE

“You are the light of the world. A city built on a hill cannot be hid. No one after lighting a lamp puts it under the bushel basket, but on the lamp stand, and it gives light to all in the house. In the same way, let your light shine before others, so that they may see your good works and give glory to your Father in heaven”.
(Matthew 5: 14-16)

VIRTUES

Prudence, Temperance, Fortitude

CATHOLIC SOCIAL TEACHINGS

Dignity of Work and Service

ANCHOR CONCEPTS

Citizenship, Community, Conflict

CATHOLIC THEMES

Conflict, Creativity/Design, Discovery, Empowerment

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| | <p style="text-align: center;">CATHOLIC GRADUATE EXPECTATIONS</p> <p>A Reflective, Creative and Holistic Thinker who: CGE3b: Creates, adapts, evaluates new ideas in light of the common good. CGE3c: Thinks reflectively and creatively to evaluate situations and solve problems. CGE3d: makes decisions in light of gospel values with an informed moral conscience.</p> <p>A Self-Directed, Responsible, Lifelong Learner who: CGE4f: Applies effective communication, decision-making, problem-solving, time and resource management skills. CGE4g: Examines and reflects on one’s personal values, abilities and inspirations influencing life’s choices and opportunities.</p> <p>A Collaborative Contributor who: CGE5b: Thinks critically about the meaning and purpose of work.</p> |
| <p style="text-align: center;">A. ACTIVE LIVING</p> <p>The Active Living strand helps students develop the skills and knowledge needed to participate regularly and safely in physical activity, while enjoying being physically active and learning how to develop and enhance their own personal fitness. Learning through physical activity helps to enhance students’ physical literacy. Daily physical activity (DPA) is one important component of this strand. Participating in daily moderate to vigorous physical activity helps to build a habit of activity that becomes a part of each student’s routine and way of life. (H&PE, p.21)</p> <p>OVERALL EXPECTATIONS:</p> <p>By the end of Grade 3, students will: A1. participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of the value of regular physical activity in their daily lives; A2. demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices</p> | <p style="text-align: center;">FULLY ALIVE AS IT LINKS TO ACTIVE LIVING</p> <p>The call to be active in the world calls us to cultivate the awareness of the richness and potential of human activity in the world and of the interdependence of all people in the human family. With this awareness, an attitude of Christian care and personal involvement in the world can be nurtured and developed.</p> <p>The Catholic anchor concept of interdependence celebrates the giftedness of the individual person or community in relationship with others for the good of the greater whole. Interdependence thus affirms both autonomy and interrelatedness. Interdependence recognizes that we benefit as individuals and as a collective from the diverse talents and gifts of our neighbours.</p> <p>“...sport has brought you together from different countries in a common interest and shared goals. Your passion for sport is a building block of human solidarity, friendship and goodwill among peoples. May your physical exertions be a part of your quest for the higher values which build character and give you dignity and a sense of achievement, in your own eyes</p> |

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| <p>that contribute to healthy, active living; A3. demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.</p> | <p>and in the eyes of others. In Christian terms, life itself is a contest and a striving for goodness and holiness.” (Pope John Paul II, <i>Jubilee of Sports People</i>, October 2000)</p> |
| <p>ACTIVE LIVING SPECIFIC EXPECTATIONS:</p> <p>A1. ACTIVE PARTICIPATION A1.1 actively participate in a wide variety of program activities (<i>e.g., tag games, cooperative games, movement exploration with equipment, dance, outdoor activities</i>), according to their capabilities, while applying behaviours that enhance their readiness and ability to take part (<i>e.g., trying new activities, being engaged and maintaining movement throughout the activity, actively cooperating with peers, having the required equipment to take part, accepting and showing respect for others in the group, listening actively, following rules, playing fair</i>) [PS, IS]</p> <p>Teacher prompt: “God has given us special talents and gifts. What special talents and gifts do you and your classmates have?”</p> <p>Students: “I am really good at skipping and Colin is a really fast runner.”</p> <p>A1.2 demonstrate an understanding of factors that contribute to their personal enjoyment of being active (<i>e.g., having the opportunity to participate fully in all aspects of an activity, having support from their peers, being exposed to a variety of activities, being outdoors</i>) as they participate in a wide variety of individual and small group activities [PS]</p> <p>Teacher: “We are God’s special creation. How can we take care of our bodies so that we are healthy and physically fit?”</p> <p>A1.3 describe the benefits of participating in physical activity every day (<i>e.g., physical benefits, such as better sleep, more energy,</i></p> | <p>FULLY ALIVE AND OTHER CATHOLIC EDUCATION RESOURCES AS THEY LINK TO ACTIVE LIVING</p> <p>FULLY ALIVE</p> <p>THEME 1: CREATED AND LOVED BY GOD Topic 1: <i>God Knows My Name</i>, p.38</p> <ul style="list-style-type: none"> Express through prayer their appreciation for the gift of life and for God’s love for them. <p>THEME 4: GROWING IN COMMITMENT Topic 3: <i>We Get Help in Our Decisions</i>, p.165</p> <ul style="list-style-type: none"> Analyze a situation that requires a decision. Recognize that other people can help them make good decisions. <p>AIDS: A CATHOLIC EDUCATIONAL APPROACH TO HIV</p> <p>LESSON 13: TRANSMISSION AND PREVENTION, p.55-56</p> <ul style="list-style-type: none"> Explain basic safety precautions related to emergency procedures. <p>SCRIPTURE</p> <p><i>“Be strong, and let your heart take courage, all you who wait for the LORD.”</i> (Psalm 31:24)</p> <p>VIRTUES</p> <p>Temperance, Prudence, Fortitude</p> <p>CATHOLIC SOCIAL TEACHINGS</p> <p>Human Dignity, Community and the Common Good</p> <p>ANCHOR CONCEPTS</p> <p>Lifestyle Common Good</p> <p>CATHOLIC THEMES</p> <p>Community and the Common Good, Dignity of the Human Person, Mystery, Wonder and Awe</p> |

reduced risk of getting sick; social benefits, such as improved interaction with peers, greater empathy, stronger interpersonal skills, improved independence; emotional/mental benefits, such as stress release, greater self-confidence, improved concentration) [CT]

A2. PHYSICAL FITNESS

A2.1 Daily physical activity (DPA):

participate in sustained moderate to vigorous physical activities, with appropriate warm-up and cool-down activities to the best of their ability for a minimum of 20 minutes each day (*e.g., moving to music at a variety of speeds during warm-up, participating in a variety of dance activities, moving on scooter boards*) [PS]

A2.2 identify new capabilities and other benefits that may result from improved cardio respiratory fitness (*e.g., being able to sustain activity over a greater distance or longer period of time, requiring shorter rest periods, feeling better after activity*) [CT]

A2.3 assess their degree of physical exertion during cardio respiratory fitness activities, using simple self-assessment methods (*e.g., talk test, breath sound check, increase in heart rate or breathing rate, change in how one feels during the activity*) [PS]

A2.4 develop and act on personal goals related to physical activity (*e.g., jumping rope continuously for a specified period of time, doing something active indoors or outdoors with family members on the weekend*) [PS, CT]

Teacher prompt: “God gives each person talents and gifts. What can we do to share our gifts with others?”

Student: “I’m really good at throwing and catching a baseball. I can practise with my classmates at lunch recess.”

CATHOLIC GRADUATE EXPECTATIONS

A Self-Directed, Responsible, Lifelong Learner

who:

CGE4e: Sets appropriate goals and priorities in school, work and personal life.

CGE4g: Examines and reflects on one’s personal values, abilities and aspirations influencing life’s choices.

CGE4h: Participates in leisure and fitness activities for a balanced and healthy lifestyle.

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| <p>A3. SAFETY</p> <p>A3.1 demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity (<i>e.g., self-monitoring, being in control of themselves and aware of their surroundings, cooperating with others, abiding by rules and playing fairly, communicating positively to help others be safe, using equipment appropriately both in class and on the playground</i>) [PS, IS]</p> <p>Teacher prompt: “What role do we have as part of God’s family to help others be safe while participating in physical activities?”</p> <p>Student: “We can listen and follow the rules.”</p> <p>A3.2 describe how to respond to accidents or injuries incurred while participating in physical activity (<i>e.g., remain calm, stop all activity and hold the equipment, ask an injured person if he or she needs help, tell an adult what happened, avoid crowding the person who is injured</i>) [PS, CT]</p> | |
| <p>B. MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES</p> <p>The Movement Competence strand helps students develop the movement competence needed to participate in physical activities through the development of movement skills and the related application of movement concepts and movement strategies. As students develop their confidence and competence, they will be developing their physical literacy. Students are also introduced to movement principles in developmentally appropriate ways. These principles are indicated in the expectations through examples and teacher prompts that illustrate how skills can be applied at different ages and stages. The students learn kinesthetically in this strand, as in the Active Living strand, and have regular opportunities in every grade to develop and practise their</p> | <p>FULLY ALIVE AS IT LINKS TO MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES</p> <p>For students one of the great challenges in the development of identity is the mastery of a new repertoire of skills. “Who I am is what I can do”—particularly at school. As teachers, we must consider all of the growing, changing, and learning that the children have already experienced and will experience in the future.</p> <p>We encourage them to look with pride on their accomplishments. Since students develop at different rates and have a variety of gifts, it is important to accept and affirm each person’s unique pattern of growth.</p> <p>At the same time, we encourage students to see their future learning as exciting and challenging. Acquiring</p> |

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| <p>personal movement skills. (H&PE, p.23)</p> <p>OVERALL EXPECTATIONS:</p> <p>By the end of Grade 3, students will:</p> <p>B1. perform movement skills demonstrating awareness of the basic requirements of the skills and applying movement concepts as appropriate, as they engage in a variety of physical activities;</p> <p>B2. apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities, in order to enhance their ability to participate successfully in those activities.</p> | <p>skills and developing talents invariably involves hard work, mistakes, and occasional failures. For learning, mistakes can be as important as successes. The self-esteem and confidence of each student are also crucial for future learning. Students must not lose their courage for growth.</p> <p>It is important for the students to understand that they are much more than what they have learned to do. Just as they learn new skills, they also learn to grow in spirit of kindness, generosity and helpfulness. (<i>Fully Alive</i> Gr.1, p.67-68)</p> <p>“Sport, properly directed, develops character, makes a person courageous, a generous loser, and a gracious victor; it refines the senses, gives intellectual penetration, and steels the will to endurance. It is not merely a physical development then. Sport, rightly understood, is an occupation of the whole person, and while perfecting the body as an instrument of the mind, it also makes the mind itself a more refined instrument for the search and communication of truth and helps the person to achieve that end to which all others must be subservient, the service and praise of the Creator.” (Pope Pius XII, Sport at the First Service of the Spirit, July 29, 1945)</p> |
| <p>MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES SPECIFIC EXPECTATIONS:</p> <p>B1. MOVEMENT SKILLS AND CONCEPTS</p> <p>B1.1 perform controlled transitions between static positions, using different body parts and shapes and different levels, with and without equipment (<i>e.g., move smoothly between yoga positions, from a stork balance to standing-scale balance, from a knee scale on a bench to a standing position on the bench</i>) [PS]</p> <p>B1.2 demonstrate the ability to jump for distance or height, using two-foot and one-foot take-offs, while remaining in control (<i>e.g., jump high over lines or blocks; jump far past markers, over beanbags, or into a hula hoop that is held horizontally a short distance above the ground</i>) [PS]</p> | <p>FULLY ALIVE AND OTHER CATHOLIC EDUCATION RESOURCES AS THEY LINK TO MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES</p> <p>FULLY ALIVE</p> <p>THEME 1: CREATED AND LOVED BY GOD</p> <p>Topic 4: <i>We Share Our Talents and Gifts</i>, p.61</p> <ul style="list-style-type: none"> Identify some of the talents and gifts that God has given them. Recognize that their talents and gifts are meant to be shared with others. <p>THEME 4: GROWING IN COMMITMENT</p> <p>Topic 2: <i>Learning About Decisions</i>, p.160</p> <ul style="list-style-type: none"> Examine the process of making a decision. Recognize that decisions need to be made carefully. |

B1.3 perform a variety of locomotor movements with and without equipment, alone and with others, moving at different levels, using different pathways, and travelling in different directions (*e.g., leap for distance in a zigzag pathway; alternate between walking and sprinting in a warm-up activity; travel sideways, alternately reaching high then bending low to touch the ground; move as close to others as possible without touching them, then far from others to find their own space; skip with a partner, matching their steps and arm actions; make patterns with a scarf; make up a movement sequence in response to action words or words of a poem*) [PS, IS]

B1.4 send and receive objects of different shapes and sizes in different ways, using different body parts, at different levels, and using various types of equipment (*e.g., throw a sponge ball underhand and overhand through a hoop with their dominant hand; catch an object such as a rubber chicken or beanbag, using two hands both above and below the waist; throw and catch a ball, using scoops or soft lacrosse sticks, over a line, a low net, or a bench; kick a ball with the right foot and then the left to a partner in a specific targeted area and then receive it back; use specialized objects and equipment to assist with catching, such as a textured ring or ball for easier gripping*) [PS, IS]

B1.5 retain objects of different shapes and sizes in different ways, using different body parts and equipment (*e.g., carry a beach ball while running and tag others with it in a game; balance a ball on a racquet; hold a plastic ball in a scoop while jogging; control a ball with right and left feet while moving around pylons; bounce a ball using dominant and non-dominant hands while seated or kneeling*) [PS]

B2. MOVEMENT STRATEGIES

B2.1 demonstrate an understanding that different physical activities have different

SCRIPTURE

“Do you not know that you are God’s temple and that God’s spirit dwells in you? If anyone destroys temple, God will destroy that person. For God’s temple is holy, and you are that temple.” (1Corinthians 3:16-17)

VIRTUES

Temperance, Prudence, Fortitude

CATHOLIC SOCIAL TEACHINGS

Human Dignity, Community of the Common Good

ANCHOR CONCEPTS

Life Style, Empowerment, Human Dignity

CATHOLIC THEMES

Dignity of the Human Person

CATHOLIC GRADUATE EXPECTATIONS

A Self-Directed, Responsible, Lifelong Learner who:

CGE4h: Participates in leisure and fitness activities for a balanced and healthy lifestyle.

A Collaborative Contributor who:

CGE5a: Works effectively as an interdependent team member.

CGE5f: Exercises Christian leadership in the achievement of individual and group goals.

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| <p>components (e.g., movement skills, rules and boundaries, conventions of fair play and etiquette), and apply this understanding as they participate in and explore a variety of individual and small-group activities [IS]</p> <p>B2.2 apply a variety of simple tactics to increase their chances of success during physical activities (e.g., assume a ready position in preparation to receive the ball when playing small-sided games such as two-on-two or to be ready for a quick start in a race; practise a balance routine on a line in the gymnasium while waiting for a turn on a balance beam or a bench) [PS, CT]</p> | |
| <p style="text-align: center;">C. HEALTHY LIVING</p> <p>With <i>The Ontario Curriculum, Grades 1-8: Health and Physical Education, Interim Edition, 2010 (revised)</i>, schools will continue to teach “Growth and Development” as outlined in the 1998 curriculum instead of the Human Development and Sexual Health expectations. <i>The Ontario Curriculum, Grades 1-8: Health and Physical Education, Interim Edition, 2010 (revised)</i>, has the Human Development and Sexual Health expectations removed and the Growth and Development expectations as outlined in the 1998 curriculum inserted for each grade.</p> <p>The Healthy Living strand helps students develop an understanding of the factors that contribute to healthy development, a sense of personal responsibility for lifelong health, and a respect for their own health in relation to others and the world around them. Students will develop health literacy as they acquire the knowledge and skills they need to develop, maintain, and enjoy healthy lifestyles as well as to solve problems, make decisions, and set goals that are directly related to their personal health and well-being. Learning how to establish, monitor, and maintain healthy</p> | <p style="text-align: center;">FULLY ALIVE AS IT LINKS TO HEALTHY LIVING</p> <p>Healthy Living is linked to <i>Fully Alive</i> Theme Three. It builds on the previous themes, and continues to explore the question of what it means to be human.</p> <p>Each person is precious; each is made in the image and likeness of God. Created out of love, our true meaning is found in love, in living our lives in relationship with others. We are spouses, family members, friends, neighbours, members of communities, and participants in human society.</p> <p><i>Fully Alive</i> creates opportunities for discussions on topics such as personal health and well-being, healthy eating, anti-bullying, substance use and sexual abuse. What <i>Fully Alive</i> provides, which is essential to programs that deal with actions that are exploitive and harmful, is the foundation on which they must be built: respect for self and others as beloved children of God; the development of authentic relationships within the family and with peers; and growth in understanding of the gift of sexuality as an expression of life and love. (<i>Fully Alive</i>, p.17)</p> <p>Grade 3 – Theme Three focuses on:</p> <ul style="list-style-type: none"> • Learning about life before birth, and how all of a baby’s needs are met in the uterus. • Discovering that life begins at the moment of |

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| <p>relationships is a key part of this strand. (H&PE, p.29)</p> <p>OVERALL EXPECTATIONS:</p> <p>By the end of Grade 3, students will:</p> <p>C1. demonstrate an understanding of factors that contribute to healthy development;</p> <p>C2. demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;</p> <p>C3. demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others’ health and well-being.</p> | <p>conception as a single cell.</p> <ul style="list-style-type: none"> Exploring the growth and development of babies in their first year of life. (<i>Fully Alive</i> Gr. 3, p.113-116) |
| <p>HEALTHY LIVING SPECIFIC EXPECTATIONS:</p> <p>C1. UNDERSTANDING HEALTH CONCEPTS</p> <p>Healthy Eating</p> <p>C1.1 demonstrate an understanding of how the origins of food (<i>e.g., where the food is grown, how it is made</i>) affect its nutritional value and environmental impact [CT]</p> <p>Substance Use, Addictions, and Related Behaviours</p> <p>C1.2 demonstrate an understanding of different types of legal and illegal substance abuse (<i>e.g., dependency on nicotine in cigarettes or caffeine in coffee, energy drinks, and colas, or sugar and salt in sports drinks, or alcohol in beer, wine and spirits</i>) and the impacts of abusing these substances on themselves and others (<i>e.g., dependencies or addictions, financial stresses, legal issues, health issues, environmental issues</i>)</p> <p>C2. MAKING HEALTHY CHOICES</p> <p>Healthy Eating</p> <p>C2.1 demonstrate an understanding of the</p> | <p>FULLY ALIVE AND OTHER CATHOLIC EDUCATION RESOURCES AS THEY LINK TO HEALTHY LIVING</p> <p>FULLY ALIVE</p> <p>THEME 1: CREATED AND LOVED BY GOD</p> <p>Topic 3: <i>All Kinds of Feelings</i>, p.54</p> <ul style="list-style-type: none"> Describe some differences in the way in which people express feelings. <p>Topic 4: <i>We Share Our Talents and Gifts</i>, p.61</p> <ul style="list-style-type: none"> Identify some of the talents and gifts that God has given them. Recognize that their talents and gifts are meant to be shared with others. <p>THEME 3: CREATED SEXUAL: MALE AND FEMALE</p> <p>Topic 5: <i>We Grow and Change</i>, p.144</p> <ul style="list-style-type: none"> Describe some basic features of growth and development between birth and childhood. Recognize that they will continue to grow and develop. <p>THEME 4: GROWING IN COMMITMENT</p> <p>Topic 2: <i>Learning About Decisions</i>, p.160</p> <ul style="list-style-type: none"> Examine the process of making a decision. Recognize that decisions need to be made |

importance of good oral health to overall health, and assess the effect of different food choices on oral health [PS]

Personal Safety and Injury Prevention

C2.2 apply their understanding of good safety practices by developing safety guidelines for a variety of places and situations outside the classroom (*e.g., guidelines for water safety; safe routes and practices for going to school; home fire safety and emergency plans; safe camping checklists; guidelines for safe Internet use; personal hygiene guidelines; wildlife safety precautions; guidelines for managing allergies; Halloween safety practices; rules for behaviour around guide dogs, other service animals, and animals in general*) [CT]

Teacher prompt: “Our life is a gift from God. What decisions can you make that could keep you safe when walking home from a friend’s house or from school?”

Student: “I can walk with a buddy and always let my parents know what my plans are.”

Substance Use, Addictions, and Related Behaviours

C2.3 apply decision-making strategies to make healthy choices about behaviours and the use of various substances in ways that could lead to dependencies, identifying factors that should be considered (*e.g., short-term use of medications can be helpful for an illness, but misuse of some medications could lead to dependency or harm; moderated television watching or computer use can provide healthy entertainment or new learning or be necessary to complete school work, but too much screen time can reinforce sedentary habits and inactivity, which can lead to social isolation and increased vulnerability to physical ailments; cultural teachings can provide guidance when considering the impact of using substances*) [CT]

carefully.

Topic 3: We Get Help With Our Decisions, p.165

- Analyse a situation that requires a decision.
- Recognize that other people can help them make good decisions.

AIDS: A CATHOLIC EDUCATIONAL APPROACH TO HIV

LESSON 12: TRANSMISSION AND PREVENTION, p.55

- Name significant adults with whom they can share important information.

LESSON 13: BASIC INFORMATION, p.55-57

- Share from personal experiences what it means to feel well and feel sick.
- Explain basic safety precautions related to emergency procedures.

SCRIPTURE

“And if anyone loves righteousness, her labours are virtues; for she teaches self-control and prudence, justice and courage; nothing in life is more profitable for mortals than these.” (Wisdom 8:7)

VIRTUES

Temperance, Prudence, Fortitude, Hope

CATHOLIC SOCIAL TEACHINGS

Human Dignity, Community of the Common Good, Rights and Responsibilities, Stewardship of Creation

ANCHOR CONCEPTS

Lifestyle, Empowerment, Human Dignity

CATHOLIC THEMES

Dignity of the Human Person, Community and the Common Good, Intimacy and Sexuality

CATHOLIC GRADUATE EXPECTATIONS

A Discerning Believer Formed in the Catholic Faith Community who:

CGE1e: Speaks the **language of life** ...“recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it.” (Witnesses to Faith)

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| <p>C3. MAKING CONNECTIONS FOR HEALTHY LIVING</p> <p>Healthy Eating</p> <p>C3.1 explain how local fresh foods and foods from different cultures (<i>e.g., berries, curries, chapattis, lychees, kale, lentils, corn, naan, wild game, fish, tourtière</i>) can be used to expand their range of healthy eating choices [CT]</p> <p>Personal Safety and Injury Prevention</p> <p>C3.2 explain how the portrayal of fictional violence in various media (<i>e.g., television dramas, video games, Internet, movies</i>) can create an unrealistic view of the consequences of real violence (<i>e.g., physical trauma, chronic disability, family stress, death</i>) [IS]</p> | <p>CGE1i: Integrates faith with life.</p> <p>A Reflective, Creative and Holistic Thinker who:</p> <p>CGE3e: Adopts a holistic approach to life by integrating learning from various subject areas and experience.</p> <p>A Self-Directed, Responsible, Lifelong Learner who:</p> <p>CGE4a: Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others.</p> <p>A Caring Family Member who:</p> <p>CGE6a: Relates to family members in a loving, compassionate and respectful manner.</p> <p>CGE6b: Recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended.</p> <p>CGE6c: Values and honours the important role of the family in society.</p> <p>A Responsible Citizen who:</p> <p>CGE7b: Accepts accountability for one's own actions.</p> <p>CGE7d: Promotes the sacredness of life.</p> |
| <p>GROWTH AND DEVELOPMENT (1998) OVERALL EXPECTATIONS:</p> <p>By the end of Grade 3, students will:</p> <ul style="list-style-type: none"> describe the relationship among healthy eating practices, healthy active living, and healthy bodies; outline characteristics in the development and growth of humans from birth to childhood. | <p>THEME 3: CREATED SEXUAL: MALE AND FEMALE</p> <p>We are also, as the title of this theme indicates, sexual; God created us male and female. Human love encompasses the body in its maleness and femaleness.</p> <p>Within the vocation of marriage, this love is expressed in the sexual relationship of husband and wife who give themselves to each other and welcome new human persons into their community of love.</p> <p>Ideally, it is on this foundation of the fruitful love of wife and husband, which is an image of the love of God, that children’s early understanding of the meaning of sexuality is developed. (<i>Fully Alive</i> Gr. 3, p.113)</p> |
| <p>SPECIFIC EXPECTATIONS (1998):</p> <p>By the end of Grade 3, students will:</p> <ul style="list-style-type: none"> outline the basic human and animal reproductive processes (<i>e.g., the union of egg and sperm</i>); describe basic changes in growth and development from birth to childhood (<i>e.g., changes to teeth, hair, feet, and</i> | <p>FULLY ALIVE AND OTHER CATHOLIC EDUCATION RESOURCES AS THEY LINK TO GROWTH AND DEVELOPMENT (1998)</p> <p>FULLY ALIVE</p> <p>THEME 3: CREATED SEXUAL: MALE AND FEMALE</p> <p>Topic 2: <i>Beginning Life</i>, p.125</p> <ul style="list-style-type: none"> Recognize that human life begins at the moment |

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of conception as a single cell.

Topic 3: *Our First Home*, p.132

- Describe how the developing baby's needs are met inside the uterus.
- Appreciate the beauty of God's design for sustaining new human life.

Topic 4: *Welcoming the New Baby*, p.138

- Give a simple description of how a baby is born.
- Describe some of the needs of newborn babies.

Topic 5: *We Grow and Change*, p.144

- Describe some basic features of growth and development between birth and childhood.
- Recognize that they will continue to grow and develop.

SCRIPTURE

“And if anyone loves righteousness, her labours are virtues; for she teaches self-control and prudence, justice and courage; nothing in life is more profitable for mortals than these.” (Wisdom 8:7)

VIRTUES

Temperance, Prudence, Fortitude, Hope

CATHOLIC SOCIAL TEACHINGS

Human Dignity, Community of the Common Good, Rights and Responsibilities, Stewardship of Creation

ANCHOR CONCEPTS

Lifestyle, Empowerment, Human Dignity

CATHOLIC THEMES

Dignity of the Human Person, Community and the Common Good, Intimacy and Sexuality

CATHOLIC GRADUATE EXPECTATIONS

A Discerning Believer Formed in the Catholic Faith Community who:

CGE1e: Speaks the **language of life** ...“recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it.” (Witnesses to Faith)

CGE1i: Integrates faith with life.

A Reflective, Creative and Holistic Thinker who:

CGE3e: Adopts a holistic approach to life by

integrating learning from various subject areas and experience.

A Self-Directed, Responsible, Lifelong Learner who:

CGE4a: Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others.

A Caring Family Member who:

CGE6a: Relates to family members in a loving, compassionate and respectful manner.

CGE6b: Recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended.

CGE6c: Values and honours the important role of the family in society.

A Responsible Citizen who:

CGE7b: Accepts accountability for one's own actions.

CGE7d: Promotes the sacredness of life.

Grade 4

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| MINISTRY OF EDUCATION | INSTITUTE FOR CATHOLIC EDUCATION |
| STRANDS AND LIVING SKILLS IN THE REVISED INTERIM HEALTH AND PHYSICAL EDUCATION CURRICULUM | CURRICULUM LINKS IN FULLY ALIVE AND OTHER CURRICULUM SUPPORT FOR CATHOLIC SCHOOLS |
| <p style="text-align: center;">LIVING SKILLS</p> <p>The living skill expectations identify learning that helps students develop a positive sense of self, develop and maintain healthy relationships, and use critical and creative thinking processes as they set goals, make decisions, and solve problems. Living skills are an important aspect of students’ overall healthy development, and their application is essential to the achievement of many of the expectations in the Active Living, Movement Competence, and Healthy Living strands. Living skills cannot be taught effectively in isolation; they must be taught and evaluated in conjunction with learning related to all strands of the curriculum, in order to make the learning personally relevant for students. As they develop and apply their living skills, students will build resilience. They will learn to make choices that protect their safety and health and enable them to become independent thinkers and responsible adults who are capable of developing strong relationships and who are committed to lifelong healthy, active living. (H&PE, p.19)</p> <p>OVERALL EXPECTATIONS:</p> <p>By the end of Grade 4, students will:</p> <p>1. demonstrate personal and interpersonal skills and the use of critical and creative thinking processes as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence and</p> | <p style="text-align: center;">FULLY ALIVE AS IT LINKS TO LIVING SKILLS</p> <p>Pope John Paul II described in a few words what our Family Life Program wants to assist parents in doing: <i>Remote preparation [for marriage or celibate life] begins in early childhood, in that wise family training which leads children to discover themselves as being endowed with a rich and complex psychology and with a particular personality with its own strengths and weaknesses. It is the period when esteem for authentic human values is instilled, both in interpersonal and social relationships, with all that this signifies for the formation of character, for the control and right use of one’s inclinations, for the manner of regarding and meeting people of the opposite sex, and so on. Also necessary, especially for Christians, is solid spiritual and catechetical formation.</i> ... (The Role of the Christian Family in the Modern World, 66) (Gr.1 <i>Fully Alive</i>, p.14)</p> <p><i>Fully Alive</i>, along with the catechetical program, is intended to help our children to understand the dignity of their calling in Christ. Together parents and teachers become partners in giving children the vision of God, which is revealed in Christ Jesus, the Word made flesh, to the greater glory of God. (Archbishop Gervais, Ottawa)</p> <p>“The glory of God is man and woman fully alive, but life for them consists in seeing God revealed in his Word.” (St. Irenaeus, <i>Against Heresies</i>, IV. 20. 7)</p> <p>At its heart, the goal of <i>Fully Alive</i> is to complement the efforts of parents in setting their children on the path to becoming fully human. This goal is also that of what is often described as character education. The</p> |

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| <p>Healthy Living strands for this grade.</p> | <p>qualities, or virtues, that <i>Fully Alive</i> encourages include: reverence, respect for self, respect for others, responsibility, initiative, kindness, gratitude, perseverance, honesty, integrity, chastity, justice, courage, empathy, and hope.</p> |
| <p>PERSONAL SKILLS (PS)</p> <p>Personal skills help students understand themselves better and equip them to deal with life’s challenges. The health and physical education program provides students with many opportunities to develop these skills as they discover and develop new physical capabilities and acquire knowledge and explore ideas that have deep personal relevance.</p> <p>Through the development of self-awareness and self-monitoring skills, students build a sense of “being”. They learn to understand their capabilities and strengths and to take responsibility for their learning and their actions.</p> <p>Through the acquisition of adaptive, coping, and management skills, students develop their capacity to respond to difficulties and to develop greater control over their lives. All of these skills build resilience – the ability to protect and maintain one’s mental health and emotional well-being while responding to the stresses and challenges of life.</p> <p>Learning personal skills helps to develop an understanding of the factors that contribute to resilience and a positive self-concept. It also includes learning about the importance of a positive disposition and a forward-thinking outlook. Although students are not evaluated on their disposition and outlook, they are taught to be aware of and to manage their feelings.</p> <p>Learning the power of a positive attitude, learning to make connections between feelings and actions or between their personal strengths and the activities that they choose to do, for</p> | <p>FULLY ALIVE AS IT LINKS TO PERSONAL SKILLS (PS)</p> <p>CREATED AND LOVED BY GOD (Theme 1) What does it mean to be human? To be human is to be part of God’s gift of creation. It means to love and be loved, to live in family, to have friends, to be male or female, to make choices and promises, to be happy and sad, to work, to succeed and to fail, to participate in society.</p> <p>All these facets of human life are explored in <i>Fully Alive</i>; the first theme of the program, “Created and Loved by God,” provides a foundation and framework for this exploration. This foundation is the fundamental Christian belief that God creates, loves, and sustains each person.</p> <p>To be human is to be created in the image of a loving God. This image is revealed to us in Jesus Christ.</p> <p>Two important dimensions of human nature are emphasized throughout the theme: our individuality and our commonality.</p> <p>Each of us is unique and irreplaceable. We have individual personalities, particular talents, interests, and experiences, and yet we share a common human nature.</p> <p>Grade 4 -Theme One focuses on:</p> <ul style="list-style-type: none"> • Recognizing and appreciating the gift of love God has given each person, the gift of our lives. • Exploring the value of similarities and differences among people. • Learning about the early stages of human development (pre-natal, infancy, and childhood), and discussing our need for other people to help us grow and develop. • Examining the impact we have on other people |

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| <p>example, and developing the skills to respond to challenges and changes are all part of developing personal skills. (H&PE, p.20-21)</p> | <p>by our words and actions, and the importance of awareness of other people’s feelings. (<i>Fully Alive</i> Gr. 4, p.35-37)</p> |
| <p>PERSONAL SKILLS (PS) SPECIFIC EXPECTATIONS:</p> <p>1.1 use self-awareness and self-monitoring skills to help them understand their strengths and needs, take responsibility for their actions, recognize sources of stress, and monitor their own progress, as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., Active Living: <i>explain what makes them enjoy their favourite activities, and consider what this tells them about themselves; Movement Competence: identify which skills they perform with the most confidence and which ones are most difficult for them; Healthy Living: set a healthy eating goal connected to Canada’s Food Guide serving requirements for their age</i>)</p> <p>1.2 use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., Active Living: <i>describe how joining a school-wide activity such as an intramural team or club can benefit them; Movement Competence: choose equipment that will help them succeed in learning a skill or refining a skill; Healthy Living: describe how being aware of their feelings can help them adjust to physical and emotional changes at puberty</i>)</p> | <p>FULLY ALIVE AND OTHER CATHOLIC EDUCATION RESOURCES AS THEY LINK TO PERSONAL SKILLS (PS)</p> <p>FULLY ALIVE</p> <p>THEME 1: CREATED AND LOVED BY GOD</p> <p>Topic 1: <i>My Life is a Gift</i>, p.38-44</p> <ul style="list-style-type: none"> Recognize and appreciate that human life is a gift of love from God. <p>Topic 2: <i>Alike and Different</i>, p.45-51</p> <ul style="list-style-type: none"> Identify some similarities and differences among their classmates. <p>Topic 3: <i>Growing Up</i>, p.52-60</p> <ul style="list-style-type: none"> Recognize that growing and developing are part of being a person. <p>Topic 4: <i>We Do Not Grow Alone</i>, p.61-65</p> <ul style="list-style-type: none"> Identify some of the people who help them grow and develop. <p>THEME 2: LIVING IN RELATIONSHIP</p> <p>Topic 1: <i>Families Spend Time Together</i>, p.77-83</p> <ul style="list-style-type: none"> Recognize the importance of spending time together as a family. <p>Topic 4: <i>We Share Responsibilities</i>, p.95-100</p> <ul style="list-style-type: none"> Recognize that family members share responsibilities and each member of the family has a contribution to make. <p>THEME 3: CREATED SEXUAL: MALE AND FEMALE</p> <p>Topic 2: <i>Love and New Life</i>, p.119-124</p> <ul style="list-style-type: none"> Recognize that children are a special sign of the love between a husband and a wife. <p>Topic 3: <i>What Makes You You?</i>, p.125-130</p> <ul style="list-style-type: none"> Identify some of the gifts they received from their parents at the moment of conception. <p>Topic 6: <i>Thinking About Growing Up</i>, p.142-148</p> <ul style="list-style-type: none"> Recognize that in a year or so, many of them will enter the stage of adolescence. <p>THEME 4: GROWING IN COMMITMENT</p> <p>Topic 1: <i>What Is a Commitment</i>, p.152-158</p> |

- Identify some of their commitments.

THEME 5: LIVING IN THE WORLD

Topic 1: *The World is Our Home*, p.172-178

- Describe some of the ways that the world is their home.

SCRIPTURE

“See what love the Father has given us, that we should be called children of God; and so we are.” (1 John 3:1)

“Blessed be the God and Father of Our Lord Jesus Christ, who has blessed us in Christ with every spiritual blessing in the heavenly places, even as he chose us in him before the foundation of the world, that we should be holy and blameless before him.” (Ephesians 1: 3-4)

VIRTUES

Temperance, Prudence, Fortitude

CATHOLIC SOCIAL TEACHINGS

Human Dignity, Community and the Common Good, Rights and Responsibilities

ANCHOR CONCEPTS

Human Dignity, Interdependence, Family

CATHOLIC THEMES

Faith, Dignity of the Human Person, Community and the Common Good

CATHOLIC GRADUATE EXPECTATIONS

A Discerning Believer Formed in the Catholic Faith Community who:

CGE1e: Speaks the **language of life...** “recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it.” (Witnesses to Faith).

A Self-Directed, Responsible, Lifelong Learner who:

CGE4a: Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others.

A Collaborative Contributor who:

CGE5e: Respects the rights, responsibilities and contributions of self and others.

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| | <p>A Caring Family Member who: CGE6a: Relates to family members in a loving, compassionate and respectful manner.</p> |
| <p style="text-align: center;">INTERPERSONAL SKILLS (IS)</p> <p>As they participate in physical activities and healthy living discussions, students interact with each other in many ways and have numerous opportunities to develop interpersonal skills. These are the relationship and social skills and the verbal and non-verbal communications skills that students need in order to interact positively with others, collaborate effectively in groups, and build healthy relationships. They are critical to interactions in everyday life, and they help students develop a sense of belonging as they learn to find their own place in the world. (H&PE, p.21)</p> | <p style="text-align: center;">FULLY ALIVE AS IT LINKS TO INTERPERSONAL SKILLS (IS)</p> <p>LIVING IN RELATIONSHIP (Theme 2) Human existence is lived out with others. We are so deeply social by nature and so profoundly dependent on each other that we absorb our closest relationships into our very identities. We describe ourselves as husbands and wives, mothers and fathers, sons and daughters, sisters and brothers, and friends.</p> <p>In Theme 2 the exploration of the meaning of human existence continues with a focus on the significant relationships of family and friendship. The relational nature of persons reflects our origin. “From the mutual acceptance and love of Father, Son and Spirit comes the creation of the universe” (OCCB, <i>Curriculum Guideline for Family Life Education</i>). The mystery of the Trinity tells us that relationship and community are at the very heart of God. To be an image of God is to be an image of love. God is the supreme model for all relationships. To the extent that we are life-giving in our daily interactions, we are living out the essential vocation of the Christian, which is the vocation to love.</p> <p>Grade 4 – Theme Two focuses on:</p> <ul style="list-style-type: none"> • Exploring the value of time together, whether enjoying an ordinary family activity or a special occasion; we will also examine some of the day-to-day signs of family love. • Reading a story that explores some of the feelings children experience as a result of separation and divorce. • Learning that families have many responsibilities, and that each member has a special contribution to make. • Discovering that learning to be a friend is the way to have friends. (<i>Fully Alive Gr.4, p.75-76</i>) |

**INTERPERSONAL SKILLS (IS)
SPECIFIC EXPECTATIONS:**

1.3 communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (*e.g., **Active Living:** use encouraging words to support teammates when playing in small groups; **Movement Competence:** signal with one hand or another to indicate whether they want to receive a pass using their dominant or their non-dominant hand; **Healthy Living:** identify what a bystander could do or say when someone calls another person names*)

1.4 apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective team members (*e.g., **Active Living:** play fairly by maintaining self-control and sharing opportunities to play; **Movement Competence:** cooperate with group members to develop a creative movement sequence; **Healthy Living:** explain what they can do, when sending text messages or communicating online, to avoid saying something that they wouldn't say face to face; identify some of the teachings of First Nation, Métis, or Inuit cultures that can help them strengthen their own relationships*)

**FULLY ALIVE AND OTHER CATHOLIC
EDUCATION RESOURCES AS THEY LINK TO
INTERPERSONAL SKILLS (IS)**

FULLY ALIVE

THEME 1: CREATED AND LOVED BY GOD

Topic 2: *Alike and Different*, p.45-51

- Recognize the uniqueness of each person and the shared gift of being human.

Topic 4: *We Do Not Grow Alone*, p.61-65

- Recognize that all people need others to help them grow.

Topic 5: *Connected to Each Other*, p.66-72

- Recognize the importance of becoming more sensitive to other people's feelings.

THEME 2: LIVING IN RELATIONSHIP

Topic 1: *Families Spend Time Together*, p.77-83

- Recognize the importance of spending time together as a family.

Topic 2: *Families Show Love*, p.84-88

- Recognize and appreciate the signs of love in their families.

Topic 3: *A Difficult Time for the Family*, p.89-94

- Recognize the need to be sensitive to the feelings of those who have recently experienced a separation in their families.

Topic 5: *Making Friends*, p.101-108

- Identify and distinguish between effective and ineffective strategies for making friends.

**THEME 3: CREATED SEXUAL: MALE AND
FEMALE**

Topic 1: *A Family Celebration*, p.114-118

- Recognize and appreciate the value of loving relationships within families.

Topic 2: *Love and New Life*, p.119-124

- Describe the promises that are made in marriage.

Topic 3: *What Makes You You?*, p.125-130

- Recognize and appreciate the importance of the love and care they receive from their families and from other people.

THEME 4: GROWING IN COMMITMENT

Topic 2: *Making Commitments*, p.159-162

- Examine the process of making a commitment.
- Topic 3: *Keeping Commitments*, p.163-168**
- Identify some of the pleasures and difficulties of keeping commitments.

THEME 5: LIVING IN THE WORLD

Topic 2: *Caring for the World*, p.179-185

- Identify some of the ways that people can care for the physical environment.

Topic 3: *Building God’s World*, p.186-192

- Recognize and appreciate the value of human work for building God’s world.

RELIGIOUS EDUCATION

Born Of The Spirit: Come And See

UNIT 1: THE CHURCH HANDS ON THE GOOD NEWS

Theme 1: *New Beginnings*, p.34-45

- The importance of tradition in a family.

Theme 2: *The Church hands on the story of Jesus*, p.48-55

- To experience family stories as signs of belonging.

UNIT 5: JESUS, “BORN OF A WOMAN”

Theme 15: *When Jesus was 12 years old*, p.154-163

- To discover our differences through stories of family heritage, traditions, etc.

UNIT 6: JESUS REVEALS THE COMPASSION OF GOD

Theme 16: *Jesus announces the kingdom of God*, p.166-173

- To recognize signs of caring in our life.

UNIT 7: JESUS SAYS “I AM THE WAY”

Theme 19: *Jesus is sent to bring God’s love*, p.192-199

- To appreciate God’s intimate involvement in our lives.

UNIT 9: “MY LORD AND MY GOD!”

Theme 27: *“Now at last they know”*, p.262-269

- To recognize that we, too, are invited into a relationship of trust with God.

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| | <p style="text-align: center;">AIDS: A CATHOLIC EDUCATIONAL APPROACH TO HIV</p> <p style="text-align: center;">LESSON 14: CHRISTIAN RESPONSE, p.60-61</p> <ul style="list-style-type: none"> • To understand and appreciate the importance of loving unselfishly and responsibly. <p style="text-align: center;">SCRIPTURE</p> <p style="text-align: center;"><i>“Truly I tell you, as you did it to one of the least of these who are members of my family, you did it to me.”</i> (Matthew 25:40)</p> <p style="text-align: center;">VIRTUES</p> <p style="text-align: center;">Love, Prudence, Justice</p> <p style="text-align: center;">CATHOLIC SOCIAL TEACHINGS</p> <p style="text-align: center;">Community and the Common Good, Love and Justice</p> <p style="text-align: center;">ANCHOR CONCEPTS</p> <p style="text-align: center;">Family, Interdependence, Lifestyle</p> <p style="text-align: center;">CATHOLIC THEMES</p> <p style="text-align: center;">Love and Justice, Faith, Community and the Common Good</p> <p style="text-align: center;">CATHOLIC GRADUATE EXPECTATIONS</p> <p>An Effective Communicator who: CGE2c: Presents information and ideas clearly and honestly and with sensitivity to others.</p> <p>A Self-Directed, Responsible, Lifelong Learner who: CGE4a: Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others. CGE4f: Applies effective communication, decision-making, problem-solving, time and resource management skills.</p> <p>A Collaborative Contributor who: CGE5a: Works effectively as an interdependent team member.</p> |
| <p style="text-align: center;">CRITICAL AND CREATIVE THINKING SKILLS (CT)</p> <p>The ability to think critically and creatively will help students make healthier choices in all aspects of their lives. The health and physical education program gives students many</p> | <p style="text-align: center;">FULLY ALIVE AS IT LINKS TO CRITICAL AND CREATIVE THINKING SKILLS (CT)</p> <p>GROWING IN COMMITMENT (Theme 4) Links to critical and creative thinking are found in the <i>Fully Alive</i> Theme 4 “Growing in Commitment”. This theme is concerned with the truth of our lives as</p> |

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| <p>opportunities to develop higher order thinking skills, to explore without fear of making mistakes, and to learn from their mistakes. Students will be able to apply these skills in many ways – to solving problems, resolving conflicts, making decisions, and setting goals. By helping students achieve personal goals and aspirations, these skills contribute to a sense of “becoming” – a sense of personal growth.</p> <p>In a variety of situations, students will learn to use their critical thinking skills to develop a plan and, within that context, to generate and organize information and ideas, then focus and clarify those ideas. They will learn and practise using a process to analyse, synthesize, and evaluate ideas and information. When they have arrived at a decision, goal, or solution, they will have opportunities to present the information in a variety of ways. Finally, students will learn to reflect on and evaluate the entire process, thinking about what went well, what could have been done differently, and what should be done next. (H&PE, p.21)</p> | <p>humans. Our choices, decisions, and promises reflect and create who we are.</p> <p>Are we whom we say we are? At each stage of living we are challenged to commit ourselves to our present roles and relationships to build the future. We are called to faithfulness to God and each other.</p> <p>Grade 4 – Theme Four focuses on:</p> <ul style="list-style-type: none"> • Reading a story about a commitment that Beatriz Perez wants to make, the complications she faces, and her satisfaction in succeeding. • Exploring the process of making a commitment and considering the questions that have to be answered before making a commitment. • Examining the pleasures and difficulties of keeping a commitment. (<i>Fully Alive</i> Gr.4, p.151) |
| <p>CRITICAL AND CREATIVE THINKING SKILLS (CT) SPECIFIC EXPECTATIONS:</p> <p>1.5 use a range of critical and creative thinking processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education. (<i>e.g., Active Living: think through and apply the steps they will take to avoid injury while participating in physical activity; Movement Competence: group different games and activities according to features they have in common; explore different body positions [arms up or down, body stretched or loose] when doing a log roll to determine which position works best for keeping the roll straight; Healthy Living: with a classmate, brainstorm ways of avoiding unhealthy</i></p> | <p>FULLY ALIVE AND OTHER CATHOLIC EDUCATION RESOURCES AS THEY LINK TO CRITICAL AND CREATIVE THINKING SKILLS (CT)</p> <p>FULLY ALIVE</p> <p>THEME 1: CREATED AND LOVED BY GOD Topic 5: <i>Connected to Each Other</i>, p.66-72</p> <ul style="list-style-type: none"> • Analyse situations in which people can affect others by what they do or say. <p>THEME 2: LIVING IN A RELATIONSHIP Topic 3: <i>A Difficult Time for the Family</i>, p.89-94</p> <ul style="list-style-type: none"> • Recognize the need to be sensitive to the feelings of those who have recently experienced a separation in their families. <p>Topic 4: <i>We Share Responsibilities</i>, p.95-100</p> <ul style="list-style-type: none"> • Identify some of the reasons that responsibilities in a family may change. <p>Topic 5: <i>Making Friends</i>, p.101-108</p> <ul style="list-style-type: none"> • Identify and distinguish between effective and |

behaviours or situations that make them feel uncomfortable, and list healthy alternatives)

ineffective strategies for making friends.

THEME 3: CREATED SEXUAL: MALE AND FEMALE

Topic 2: *Love and New Life*, p.119-124

- Recognize that children are a special sign of the love between a husband and wife.

Topic 3: *What Makes You You?*, p.125-130

- Recognize and appreciate the importance of the love and care they receive from their families and from other people.

THEME 4: GROWING IN COMMITMENT

Topic 2: *Making Commitments*, p.159-162

- Recognize the need for thought before making a commitment.

Topic 3: *Keeping Commitments*, p.163-168

- Recognize the value of keeping commitments.

THEME 5: LIVING IN THE WORLD

Topic 2: *Caring for the World*, p.179-185

- Recognize and appreciate the importance of being good caretakers of the physical environment.

RELIGIOUS EDUCATION

Born of the Spirit: Come and See

UNIT 8: JESUS GIVES HIS LIFE FOR US

Theme 22: *Jesus goes up to Jerusalem*, p.216-223

- To witness the faithfulness of Jesus in the face of opposition.
- Explore the experience of rejection and hurt when we try to do good.

UNIT 10: JESUS' SPIRIT IS WITH US

Theme 28: *The Holy Spirit will bring us to Jesus Christ*, p.272-279

- To explore our experience of promises broken and kept.

AIDS: A CATHOLIC EDUCATIONAL APPROACH TO HIV

LESSON 16: TRANSMISSION AND PREVENTION, p.63-67

- Suggest ways to deal with peer pressure.

SCRIPTURE

“But we appeal to you, brothers and sisters, to respect those who labour among you, and have charge of you in the Lord and admonish you; esteem them very highly in love because of their work. Be at peace among yourselves. And we urge you, beloved to admonish the idlers, encourage the faint hearted, help the weak, be patient with all of them. See that none of you repays evil for evil, but always seek to do good to one another and to all.” (1Thessalonians 5:12-15)

VIRTUES

Fortitude, Temperance, Prudence

CATHOLIC SOCIAL TEACHINGS

Human Dignity, Rights and Responsibilities,
Community and the Common Good

ANCHOR CONCEPTS

Human Dignity, Interdependence, Community

CATHOLIC THEMES

Faith, Dignity of Work and Service

CATHOLIC GRADUATE EXPECTATIONS

A Reflective, Creative and Holistic Thinker who:

CGE3c: Thinks reflectively and creatively to evaluate situations and solve problems.

CGE3d: Makes decisions in light of gospel values with an informed moral conscience.

A Self-Directed, Responsible, Lifelong Learner who:

CGE4f: Applies effective communication, decision-making, problem-solving, time and resource management skills.

A. ACTIVE LIVING

The Active Living strand helps students develop the skills and knowledge needed to participate regularly and safely in physical activity, while enjoying being physically active and learning how to develop and enhance their own personal fitness. Learning through physical activity helps to enhance students’ physical literacy. Daily physical activity (DPA) is one

FULLY ALIVE AS IT LINKS TO ACTIVE LIVING

The call to be active in the world calls us to cultivate the awareness of the richness and potential of human activity in the world and of the interdependence of all people in the human family. With this awareness, an attitude of Christian care and personal involvement in the world can be nurtured and developed.

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| <p>important component of this strand. Participating in daily moderate to vigorous physical activity helps to build a habit of activity that becomes a part of each student’s routine and way of life. (H&PE, p.21)</p> <p>OVERALL EXPECTATIONS:</p> <p>By the end of Grade 4, students will:</p> <p>A1. participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of factors that encourage lifelong participation in physical activity;</p> <p>A2. demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living;</p> <p>A3. demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.</p> | <p>The Catholic anchor concept of interdependence celebrates the giftedness of the individual person or community in relationship with others for the good of the greater whole. Interdependence thus affirms both autonomy and interrelatedness. Interdependence recognizes that we benefit as individuals and as a collective from the diverse talents and gifts of our neighbours.</p> <p>“...sport has brought you together from different countries in a common interest and shared goals. Your passion for sport is a building block of human solidarity, friendship and goodwill among peoples. May your physical exertions be a part of your quest for the higher values which build character and give you dignity and a sense of achievement, in your own eyes and in the eyes of others. In Christian terms, life itself is a contest and a striving for goodness and holiness.” (Pope John Paul II, <i>Jubilee of Sports People</i>, October 2000)</p> <p>Grade 4 – Theme Five focuses on:</p> <ul style="list-style-type: none"> • Learning to consider the world as a home and, like the homes people live in, both a place and people. • Discovering the importance of being good caretakers of our earthly home. • Exploring the contribution of human work and recognize that people participate in building God’s world – our home – through their work. (<i>Fully Alive</i> Gr.4, p.171) |
| <p>ACTIVE LIVING SPECIFIC EXPECTATIONS:</p> <p>A1. ACTIVE PARTICIPATION</p> <p>A1.1 actively participate in a wide variety of program activities (<i>e.g., lead-up and small-group games, recreational activities, cooperative games, fitness activities, dance activities</i>), according to their capabilities, while applying behaviours that enhance their readiness and ability to take part (<i>e.g., taking the initiative to be involved in the activity, being open to playing different positions and playing in different groups, respecting others’ ideas and opinions, encouraging others,</i></p> | <p>FULLY ALIVE AND OTHER CATHOLIC EDUCATION RESOURCES AS THEY LINK TO ACTIVE LIVING</p> <p>FULLY ALIVE</p> <p>THEME 1: CREATED AND LOVED BY GOD</p> <p>Topic 3: <i>Growing Up</i>, p.52-60</p> <ul style="list-style-type: none"> • Recognize that growing and developing are a part of being a person. <p>THEME 2: LIVING IN RELATIONSHIP</p> <p>Topic 1: <i>Families Spend Time Together</i>, p.77-83</p> <ul style="list-style-type: none"> • Recognize the importance of spending time together as a family. |

speaking kindly, maintaining self-control at all times) [PS, IS]

A1.2 demonstrate an understanding of factors that contribute to their personal enjoyment of being active (*e.g., knowing rules of etiquette and fair play will be observed, having the opportunity to think creatively and adapt activities to individual needs or preferences, being physically and emotionally comfortable in the activities*), as they participate in a variety of individual and small-group activities and lead-up games [PS]

A1.3 identify factors that motivate participation in physical activity every day at school, at home, or in their communities (*e.g., enjoyment; availability of programs; proximity and accessibility of facilities such as community centres, lakes, or nature trails; availability of bike racks; support of family and peer group; cultural relevance of activities*) [CT]

Teacher prompt: “It’s good to have fun with your family and friends. God gave us other people to help us enjoy and discover being ourselves. What activities do you enjoy with your family? What are some activities that you enjoy with your friends?”

A2. PHYSICAL FITNESS

A2.1 Daily physical activity (DPA): participate in sustained moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to the best of their ability for a minimum of 20 minutes each day (*e.g., running, wheeling their wheelchair to music, skipping to music, doing light warm-up aerobic activity before stretching, doing parachute activities*) [PS]

Teacher prompt: “Think of an activity that you could not do when you were in Kindergarten that you could do now. What do you think changed?”

THEME 3: CREATED SEXUAL: MALE AND FEMALE

Topic 6: Thinking About Growing Up, p.142-148

- Identify characteristics of two stages of human development: adolescence and adulthood and examine the impact on physical activity development.

THEME 5: LIVING IN THE WORLD

Topic 2: Caring for the World, p.179-185

- Identify and participate in ways that people can care for the physical environment.

SCRIPTURE

“What good is it, my brothers and sisters, if you say you have faith and do not have works. Can faith save you? ...So faith by itself, if it has no works, is dead.”
(James 2:14-17)

VIRTUES

Faith, Fortitude, Prudence

CATHOLIC SOCIAL TEACHINGS

Community and Common Good, Dignity of the Human Person, Promotion of Peace

ANCHOR CONCEPTS

Lifestyle, Common Good, Justice

CATHOLIC THEMES

Community and Common Good, Dignity of Work and Service

CATHOLIC GRADUATE EXPECTATIONS

A Self-Directed, Responsible, Lifelong Learner who:

- CGE4a:** Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others.
- CGE4b:** Demonstrates flexibility and adaptability.
- CGE4h:** Participates in leisure and fitness activities for a balanced and healthy lifestyle.

A Collaborative Contributor who:

- CGE5a:** Works effectively as an interdependent team member.
- CGE5g:** Achieves excellence, originality, and integrity in one's own work and supports these qualities in the

Student: “In Kindergarten I couldn’t jump rope, but I kept trying and my older sister helped me by showing me steps and telling me that I could do it. I just kept trying and trying and now I can do it easily. My sister even thinks that I have a talent for skipping rope.”

A2.2 identify how different physical activities affect the body and contribute to physical fitness and good health (*e.g., dancing and cross-country running develop cardiorespiratory fitness and endurance, abdominal crunches develop muscular endurance and/or strength, climbing activities develop muscular strength, yoga develops flexibility and muscular strength, proper stretching activities develop flexibility and prevent injury*) [CT]

Teacher prompt: “God gave us the gift of life. We show our gratitude by taking good care of ourselves. Think of one of your favourite activities and describe how it contributes to fitness and overall good health.”

Student: “When I train for track and field, I make sure that I stretch before running so that I do not injure myself. When I run every day it helps me to strengthen my endurance. It also helps strengthen my heart.”

A2.3 assess their level of exertion during physical activity, using simple self-assessment techniques (*e.g., taking pulse rates before, during, and after taking part in physical activities; checking how they feel during physical activity*), and explain how intrinsic and extrinsic factors affect the exertion required to perform physical activities (*e.g., intrinsic: level of fitness, state of health, energy level; extrinsic: familiarity with the activity; weather extremes such as heat, humidity, or cold*) [PS, CT]

Teacher prompt: “Our bodies are gifts from

work of others.

God. When we learn how to listen to our bodies we begin to have a better understanding of how we need to proceed with our activity.”

A2.4 develop and act on personal fitness goals based on their interests, self-assessments, and feelings when participating in physical activity [PS, CT]

A3. SAFETY

A3.1 demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity (*e.g., cooperating with others, monitoring their own actions and maintaining control of their bodies and equipment, using equipment such as hula hoops and playground apparatus appropriately, ensuring all chairs are pushed in before beginning DPA in the classroom*) [PS, IS]

A3.2 describe common precautions for preventing accidents and injuries while participating in different types of physical activity (*e.g., wearing goggles to protect the eyes when playing badminton, wearing a properly fitting helmet to protect the head, tucking in drawstrings to avoid catching them on equipment or other players, fastening all straps on a hockey sledge, staying clear of mud puddles on fields to avoid slipping*) [PS, CT]

Teacher prompt: “God has made us in His own image and our lives are gifts to enjoy, respect and protect. We show our love and goodness to others by the way we act. Can you think of ways we protect ourselves and others when we participate in physical activities?”

Student: “Safety is important in many sports and physical activities. Wearing proper equipment helps to protect our bodies from injury. Checking the playing field for debris also is important.”

B. MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES

The Movement Competence strand helps students develop the movement competence needed to participate in physical activities through the development of movement skills and the related application of movement concepts and movement strategies. As students develop their confidence and competence, they will be developing their physical literacy. Students are also introduced to movement principles in developmentally appropriate ways. These principles are indicated in the expectations through examples and teacher prompts that illustrate how skills can be applied at different ages and stages. The students learn kinesthetically in this strand, as in the Active Living strand, and have regular opportunities in every grade to develop and practise their personal movement skills. (H&PE, p.23)

OVERALL EXPECTATIONS:

By the end of Grade 4, students will:

B1. perform movement skills, demonstrating an understanding of the basic requirements of the skills and applying movement concepts as appropriate, as they engage in a variety of physical activities;

B2. apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities, in order to enhance their ability to participate successfully in those activities.

FULLY ALIVE AS IT LINKS TO MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES

For students one of the great challenges in the development of identity is the mastery of a new repertoire of skills. “Who I am is what I can do”—particularly at school. As teachers, we must consider all of the growing, changing, and learning that the children have already experienced and will experience in the future.

We encourage them to look with pride on their accomplishments. Since students develop at different rates and have a variety of gifts, it is important to accept and affirm each person’s unique pattern of growth.

At the same time, we encourage students to see their future learning as exciting and challenging. Acquiring skills and developing talents invariably involves hard work, mistakes, and occasional failures. For learning, mistakes can be as important as successes. The self-esteem and confidence of each student are also crucial for future learning. Students must not lose their courage for growth.

It is important for the students to understand that they are much more than what they have learned to do. Just as they learn new skills, they also learn to grow in spirit of kindness, generosity and helpfulness.

“Sport, properly directed, develops character, makes a person courageous, a generous loser, and a gracious victor; it refines the senses, gives intellectual penetration, and steels the will to endurance. It is not merely a physical development then. Sport, rightly understood, is an occupation of the whole person, and while perfecting the body as an instrument of the mind, it also makes the mind itself a more refined instrument for the search and communication of truth and helps the person to achieve that end to which all others must be subservient, the service and praise of the Creator.”

(Pope Pius XII, Sport at the First Service of the Spirit, July 29, 1945)

MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES SPECIFIC EXPECTATIONS:

B1. MOVEMENT SKILLS AND CONCEPTS

B1.1 perform a variety of controlled static balances and transitions between balances, using a variety of body parts and shapes, at different levels, individually, and with partners and equipment (*e.g., balance on a bench; balance with abdomen on an exercise ball; perform a four-point, three-point, and two-point balance, with weight on hands; stretch to hold a balance while reaching up while their partner holds a balance at medium level*) [PS]

Teacher prompt: “Our bodies are truly amazing and unique. As you work with your partner, take note of how you use your differences to achieve the proper balance. Stability will be achieved with the help of your partner.”

Student: “We explored different movements together in order to discover that if we used our arms stretched out we could balance for a longer period.”

B1.2 demonstrate the ability to jump and land, in control, from a low height (*e.g., jump off a bench and land in a stable position*) [PS]

B1.3 perform different combinations of locomotor movements with and without equipment, alone and with others, moving at different speeds and levels, using different pathways, and going in different directions (*e.g., travel under, over, around and through equipment in an obstacle course; hop and skip in a zigzag pattern, following a specific rhythm; run and leap over a line; use different levels while performing traditional and creative dances; perform t'ai chi or yoga movements slowly and at a moderate pace; wheel their wheelchair through an obstacle course, turn,*

FULLY ALIVE AND OTHER CATHOLIC EDUCATION RESOURCES AS THEY LINK TO MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES

FULLY ALIVE

THEME 1: CREATED AND LOVED BY GOD

Topic 4: *We Do Not Grow Alone*, p.61-65

- Identify some of the people who help them grow and develop.
- Recognize that all people need others to help them grow.

THEME 2: LIVING IN RELATIONSHIP

Topic 1: *Families Spend Time Together*, p.77-83

- Recognize the importance of spending time together as a family.

Topic 5: *Making Friends*, p.101-108

- Identify and distinguish between effective and ineffective strategies for making friends.

THEME 4: GROWING IN COMMITMENT

Topic 3: *Keeping Commitments*, p.163-168

- Identify some of the pleasures and difficulties of keeping commitments.

THEME 5: LIVING IN THE WORLD

Topic 2: *Caring for the World*, p.179-185

- Identify some of the ways that people can care for the physical environment.

Topic 3: *Building God's World*, p.186-192

- Recognize and appreciate the value of human work.

SCRIPTURE

“But strive for the greater gifts. And I will show you a still more excellent way.” (1 Corinthians 12:31)

VIRTUES

Fortitude, Justice, Temperance, Prudence

CATHOLIC SOCIAL TEACHINGS

Dignity of the Human Person, Community and the Common Good

and wheel back) [PS, IS]]

B1.4 send and receive objects of a variety of shapes and sizes at different levels and speeds, using different body parts and equipment, while applying basic principles of movement (*e.g., balance on the balls of their feet to be ready to move when receiving; step forward with the opposite foot and use the whole body when throwing a ball to achieve maximum force; use a scoop to explore different ways of catching a ball or beanbag; perform underhand and overhand throws with their dominant and non-dominant hands while keeping their eyes on the target; kick or trap a ball at various heights while remaining aware of their surroundings; move their feet and transfer their weight backwards to absorb force when receiving; move arms or legs faster to send with more force; toss and catch scarves in front of their bodies, following a simple pattern, when learning to juggle*) [PS, IS]

B1.5 retain objects of various shapes and sizes in different ways, using different body parts, with and without equipment, while moving around others and equipment (*e.g., hold a rubber ring close to their body while running; bounce and cradle a ball while pivoting during a rhythmic gymnastics routine; practice keeping their head up while dribbling a ball between pylons or people with their dominant and non-dominant hand and foot; keep a basketball on their lap while wheeling in a straight line; carry a ball in a scoop from one end of the gym to the other while avoiding contact with others*) [PS, IS]

B2. MOVEMENT STRATEGIES

B2.1 demonstrate an understanding of the basic components of physical activities (*e.g., movement skills, game structures, basic rules and guidelines, conventions of fair play and etiquette*), and apply this understanding as they participate in a variety of physical activities (*e.g., lead-up games such as two-on-two soccer,*

ANCHOR CONCEPTS

Lifestyle, Creativity and Design, Empowerment

CATHOLIC GRADUATE EXPECTATIONS

A Self-Directed, Responsible, Lifelong Learner

who:

CGE4b: Demonstrates flexibility and adaptability.

CGE4g: Examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities.

CGE4h: Participates in leisure and fitness activities for a balanced and healthy lifestyle.

beach-ball volleyball, and small-group keep-away; recreational activities such as scooter-board activities, hula hoop challenges, and throwing and catching a disc; cooperative games, such as keep-it-up, team monster walk, and group juggling; fitness activities such as circuits, running, and flexibility exercises; dance activities such as creative movement, folk dance, and First Nation, Métis, and Inuit dances) [IS, CT]

Teacher prompt: “God created us to live in relationship with others. We enjoy spending time with friends and families. What are the different activities that you enjoy participating in with your family? With your friends?”

Student: “I love spending time with my friends on the weekend. We often will kick a ball around or try to create obstacle races. When we spend time together we realize just how much we enjoy our friendship.”

B2.2 identify common features of specific categories of physical activities (*e.g., individual, target, net/wall, striking/fielding, territory*), and identify common strategies and tactics that they found effective while participating in a variety of physical activities in different categories [CT]

B2.3 apply a variety of tactical solutions to increase their chances of success as they participate in physical activities (*e.g., individual activities: establish a breathing rhythm when swimming, use a video showing tricks and moves with a skipping rope to learn how to break down a new move into simpler steps; target activities: choose a larger target for optimal success; net/wall activities: assume a ready position that will allow them to be ready to move in a variety of directions to defend a space; striking/fielding activities: throw or kick the ball away from the fielders; territory activities: help their team keep possession of*

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| <p><i>the ball by making short passes to teammates in a keep-away game or by changing directions quickly when dribbling a basketball) [IS, CT]</i></p> | |
| <p style="text-align: center;">C. HEALTHY LIVING</p> <p>With <i>The Ontario Curriculum, Grades 1-8: Health and Physical Education, Interim Edition, 2010 (revised)</i>, schools will continue to teach “Growth and Development” as outlined in the 1998 curriculum instead of the Human Development and Sexual Health expectations. <i>The Ontario Curriculum, Grades 1-8: Health and Physical Education, Interim Edition, 2010 (revised)</i>, has the Human Development and Sexual Health expectations removed and the Growth and Development expectations as outlined in the 1998 curriculum inserted for each grade.</p> <p>The Healthy Living strand helps students develop an understanding of the factors that contribute to healthy development, a sense of personal responsibility for lifelong health, and a respect for their own health in relation to others and the world around them. Students will develop health literacy as they acquire the knowledge and skills they need to develop, maintain, and enjoy healthy lifestyles as well as to solve problems, make decisions, and set goals that are directly related to their personal health and well-being. Learning how to establish, monitor, and maintain healthy relationships is a key part of this strand. (H&PE, p.29)</p> <p>OVERALL EXPECTATIONS:</p> <p>By the end of Grade 4, students will:</p> <p>C1. demonstrate an understanding of factors that contribute to healthy development;</p> <p>C2. demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;</p> <p>C3. demonstrate the ability to make</p> | <p style="text-align: center;">FULLY ALIVE AS IT LINKS TO HEALTHY LIVING</p> <p>Healthy Living is linked to <i>Fully Alive</i> Theme Three. It builds on the previous themes, and continues to explore the question of what it means to be human.</p> <p>Each person is precious; each is made in the image and likeness of God. Created out of love, our true meaning is found in love, in living our lives in relationship with others. We are spouses, family members, friends, neighbours, members of communities, and participants in human society.</p> <p><i>Fully Alive</i> creates opportunities for discussions on topics such as personal health and well-being, healthy eating, anti-bullying, substance use and sexual abuse. What <i>Fully Alive</i> provides, which is essential to programs that deal with actions that are exploitive and harmful, is the foundation on which they must be built: respect for self and others as beloved children of God; the development of authentic relationships within the family and with peers; and growth in understanding of the gift of sexuality as an expression of life and love. (<i>Fully Alive</i>, p.17)</p> <p>Grade 4 – Theme Three focuses on:</p> <ul style="list-style-type: none"> • Reading a story during this theme about the Casey family, including the parents’ celebration of 30 years of married life, the promises they made when they married, and their efforts to adjust to the changes in their lives after Mr. Casey’s serious accident. • Learning that husbands and wives participate in God’s power to create new life. • Exploring some of the gifts we receive at conception; and the gift after birth of ongoing love and care from family, friends, and others. • Discovering more about the development and birth of babies, and learning the difference between identical and fraternal twins. • Exploring the stages of human development, |

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| <p>connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others’ health and well-being.</p> | <p>including adolescence and adulthood. (<i>Fully Alive</i> Gr.4, p.111-112)</p> |
| <p>HEALTHY LIVING SPECIFIC EXPECTATIONS:</p> <p>C1. UNDERSTANDING HEALTH CONCEPTS</p> <p>Healthy Eating C1.1 identify the key nutrients (<i>e.g., fat, carbohydrates, protein, vitamins, minerals</i>) provided by foods and beverages, and describe their importance for growth, health, learning, and physical performance.</p> <p>Personal Safety and Injury Prevention C1.2 identify risks associated with communications technology (<i>e.g., Internet and cell phone use, including participation in gaming and online communities and the use of text messaging</i>), and describe precautions and strategies for using these technologies safely [IS]</p> <p><i>Teacher prompt: “It is important to be aware of people’s feelings and to be a good friend. How might the use of a cell phone or the Internet be a positive thing in a friendship or pose a risk to a friendship?”</i></p> <p><i>Student: “When we use emails to talk to our friends, they may take something the wrong way. It is difficult to tell the way someone is truly feeling.”</i></p> <p>C1.3 describe various types of bullying and abuse (<i>e.g., social, physical, verbal</i>), including bullying using technology (<i>e.g., via e-mail, text messaging, chat rooms, websites</i>), and identify appropriate ways of responding [IS]</p> <p><i>Teacher prompt: “We affect other people by what we choose to say and do. We make</i></p> | <p>FULLY ALIVE AND OTHER CATHOLIC EDUCATION RESOURCES AS THEY LINK TO HEALTHY LIVING</p> <p>FULLY ALIVE</p> <p>THEME 1: CREATED AND LOVED BY GOD Topic 1: <i>My Life is a Gift</i>, p.38-44</p> <ul style="list-style-type: none"> Recognize and appreciate that human life is a gift of love from God. <p>Topic 3: <i>Growing Up</i>, p.52-60</p> <ul style="list-style-type: none"> Identify characteristics of two stages of human development: infancy and childhood. Recognize that growing and developing are part of being a person. <p>THEME 2: LIVING IN A RELATIONSHIP Topic 3: <i>A Difficult Time for the Family</i>, p.84-88</p> <ul style="list-style-type: none"> Identify some of the feelings that children experience as a result of separation and divorce. <p>RELIGIOUS EDUCATION Born of the Spirit: We Belong to God UNIT 5: JESUS BORN OF A WOMAN Theme 13: <i>Jesus, born of a woman</i>, p.140-145</p> <ul style="list-style-type: none"> Enter into the Nativity story and the mystery of the Incarnation. <p>SCRIPTURE</p> <p><i>“So God created humankind in his image, in the image of God he created them; male and female he created them.”</i> (Genesis 1:27)</p> <p><i>“Before I formed you in the womb I knew you, and before you were born I consecrated you; I appointed you a prophet to the nations.”</i> (Jeremiah 1:5)</p> <p>VIRTUES Love, Prudence, Temperance, Fortitude</p> |

friends by being a good friend. What could you do to help a friend who is being bullied at school?"

Student: "I can help by encouraging my friend to get help from a teacher or parent. I can also speak to the person doing the bullying and stand up for my friend."

Substance Use, Addictions and Related Behaviours

C1.4 identify substances (*e.g., nicotine, carbon monoxide, tar*) found in tobacco products and smoke (*e.g., cigarettes, cigars, pipe tobacco, chewing tobacco, snuff*), and describe their effects on health

Teacher prompt: "Our choices and decisions reflect who we are. When we take care of ourselves we are showing that we are grateful for the gift of our life. How does smoking effect our health and the health of those around us?"

Student: "There are so many chemicals that are dangerous to our health found in cigarettes. Smoking is addictive and known to affect the health of those around us who are exposed to second-hand smoke. Life is so much easier when you don't smoke."

C2. MAKING HEALTHY CHOICES

Healthy Eating

C2.1 analyse personal food selections through self-monitoring over time, using the criteria in Canada's Food Guide (*e.g., food groups, portion size, serving size*), and develop a simple healthy-eating goal appropriate to their age and activity level (*e.g., eat breakfast every day; include at least one fruit or vegetable at each meal and snack; help with food shopping and meal preparation at home; plan a meal using the First Nation, Inuit, and Métis food guide*)
[CT]

CATHOLIC SOCIAL TEACHINGS
Stewardship of Creation, Human Dignity
Rights and Responsibilities

ANCHOR CONCEPTS
Conflict, Empowerment, Lifestyle

CATHOLIC THEMES
Intimacy and Sexuality, Mystery, Wonder and Awe

CATHOLIC GRADUATE EXPECTATIONS
A Discerning Believer Formed in the Catholic Faith Community who:

CGE1e: Speaks the **language of life**... "recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it." (Witnesses to Faith)

A Self-Directed, Responsible, Lifelong Learner who:

CGE4a: Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others.

A Responsible Citizen who:

CGE7b: Accepts accountability for one's own actions.

CGE7d: Promotes the sacredness of life.

Personal Safety and Injury Prevention

C2.2 apply a decision-making process (*e.g., identify potential dangers and risks, consider ways to stay safe, consider the pros and cons of each option, consider whether they need to check with an adult, choose the safest option, act, reflect on their decision, consider whether there is anything they could improve for next time*) to assess risks and make safe decisions in a variety of situations (*e.g., when using a wheelchair, cycling, preparing food*) [CT]

Substance Use, Addictions, and Related Behaviours

C2.3 demonstrate the ability to make and support healthy, informed choices about smoking, using their understanding of factors that affect decisions about smoking and a variety of personal and interpersonal skills and thinking processes (*e.g., applying decision-making, assertiveness, and refusal skills; thinking in advance about values and personal choices; identifying the pros and cons of both making a change and not making a change; being aware of peer pressure; avoiding situations where people will be smoking; using conversational strategies, such as saying no strongly and clearly, giving reasons, changing the topic, making a joke, asking a question*) [CT]

C3. MAKING CONNECTIONS FOR HEALTHY LIVING

Healthy Eating

C3.1 identify ways of promoting healthier food choices in a variety of settings and situations (*e.g., school, arena, recreation centre, stores, food courts, special events; when camping, having a snack or meal at a friend's house, eating on weekends versus weekdays*) [CT]

Teacher prompt: “We are all called to use the gift of freedom to choose wisely. How do we show our commitment to eating healthy through our food choices in different settings?”

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| <p><i>Student:</i> “I can stop asking my parents to go out to eat by offering to help with dinner. When we eat at home we are able to stay committed to eating more nutritious food more easily.”</p> <p>Substance Use, Addictions, and Related Behaviours C3.2 describe the short- and long-term effects of first- and second-hand smoke on smokers and on people around them</p> | |
| <p>GROWTH AND DEVELOPMENT (1998) OVERALL EXPECTATIONS:</p> <p>By the end of Grade 4, students will:</p> <ul style="list-style-type: none"> • explain the role of healthy eating practices, physical activity, and heredity as they relate to body shape and size; • identify the physical, interpersonal, and emotional aspects of healthy human beings. | <p>THEME 3: CREATED SEXUAL: MALE AND FEMALE</p> <p>We are also, as the title of this theme indicates, sexual; God created us male and female. Human love encompasses the body in its maleness and femaleness.</p> <p>Within the vocation of marriage, this love is expressed in the sexual relationship of husband and wife who give themselves to each other and welcome new human persons into their community of love.</p> <p>Ideally, it is on this foundation of the fruitful love of wife and husband, which is an image of the love of God, that children’s early understanding of the meaning of sexuality is developed. (<i>Fully Alive</i> Gr.4, p.109)</p> |
| <p>SPECIFIC EXPECTATIONS (1998):</p> <p>By the end of Grade 4, students will:</p> <ul style="list-style-type: none"> • describe the four stages of human development (infancy, childhood, adolescence, and adulthood) and identify the physical, interpersonal, and emotional changes appropriate to their current stage; <p><i>Teacher prompt:</i> “It is normal for adolescents to feel self-conscious about the way they look and feel. It is part of God’s plan; your body grows and changes, but so do your feelings, mind, and spirit. What are you looking forward to as an adolescent?”</p> | <p>FULLY ALIVE AND OTHER CATHOLIC EDUCATION RESOURCES AS THEY LINK TO GROWTH AND DEVELOPMENT (1998)</p> <p>FULLY ALIVE</p> <p>THEME 1: CREATED AND LOVED BY GOD Topic 1: <i>My Life is a Gift</i>, p.38-44</p> <ul style="list-style-type: none"> • Recognize and appreciate that human life is a gift of love from God. <p>Topic 3: <i>Growing Up</i>, p.52-60</p> <ul style="list-style-type: none"> • Identify characteristics of two stages of human development: infancy and childhood. • Recognize that growing and developing are part of being a person. <p>THEME 2: LIVING IN RELATIONSHIP Topic 3: <i>A Difficult Time for the Family</i>, p.84-88</p> |

Student: “I am noticing that I am starting to grow taller. It is also exciting because I will be able to learn more challenging subjects and have a few more responsibilities. I know that my friends are going through similar changes too so I don’t have to worry too much.”

- identify the characteristics of healthy relationships (e.g., showing consideration of others’ feelings by avoiding negative communication);

Teacher prompt: “We affect other people by what we choose to say and do. We make friends by being a good friend. What could you do to help a friend who is being bullied at school?”

Student: “I can help by encouraging my friend to get help from a teacher or parent. I can also speak to the person doing the bullying and stand up for my friend.”

- identify the challenges (e.g., conflicting opinions) and responsibilities in their relationships with family and friends.

Teacher prompt: “All families change, but there are some changes that are good and there are some that are difficult for the whole family. What can we do during the challenging times in our families?”

Student: “I know that when my parents are working really hard I like to help out more at home. When I am sad I know that I can say a prayer and talk to God.”

- Identify some of the feelings that children experience as a result of separation and divorce.

THEME 3: CREATED SEXUAL: MALE AND FEMALE

Topic 4: *From a Tiny Cell to a New Baby*, p.131-135

- Explain, using appropriate vocabulary, how a baby’s needs are met in the uterus.

Topic 5: *The Baby Arrives*, p.136-141

- Explain the main events involved in the birth of a baby.

Topic 6: *Thinking About Growing Up*, p.142-148

- Identify the characteristics of two stages of human development: adolescence and adulthood.
- Recognize that in a year or so, many of them will enter the stage of adolescence.

RELIGIOUS EDUCATION

Born of the Spirit: We Belong to God

UNIT 5: JESUS BORN OF A WOMAN

Theme 13: *Jesus, born of a woman*, p.140-145

- Enter into the Nativity story and the mystery of the Incarnation.

SCRIPTURE

“So God created humankind in his image, in the image of God he created them; male and female he created them.” (Genesis 1:27)

“Before I formed you in the womb I knew you, and before you were born I consecrated you; I appointed you a prophet to the nations.” (Jeremiah 1:5)

VIRTUES

Love, Prudence, Temperance, Fortitude

CATHOLIC SOCIAL TEACHINGS

Stewardship of Creation, Human Dignity, Rights and Responsibilities

ANCHOR CONCEPTS

Conflict, Empowerment, Lifestyle

CATHOLIC THEMES

Intimacy and Sexuality, Mystery, Wonder and Awe

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| | <p style="text-align: center;">CATHOLIC GRADUATE EXPECTATIONS</p> <p>A Discerning Believer Formed in the Catholic Faith Community who:</p> <p>CGE1e: Speaks the language of life... “recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it.” (Witnesses to Faith)</p> <p>A Self-Directed, Responsible, Lifelong Learner who:</p> <p>CGE4a: Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others.</p> <p>A Responsible Citizen who:</p> <p>CGE7b: Accepts accountability for one's own actions.</p> <p>CGE7d: Promotes the sacredness of life.</p> |
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Grade 5

| MINISTRY OF EDUCATION | INSTITUTE FOR CATHOLIC EDUCATION |
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| STRANDS AND LIVING SKILLS IN THE REVISED INTERIM HEALTH AND PHYSICAL EDUCATION CURRICULUM | CURRICULUM LINKS IN FULLY ALIVE AND OTHER CURRICULUM SUPPORT FOR CATHOLIC SCHOOLS |
| <p style="text-align: center;">LIVING SKILLS</p> <p>The living skill expectations identify learning that helps students develop a positive sense of self, develop and maintain healthy relationships, and use critical and creative thinking processes as they set goals, make decisions, and solve problems. Living skills are an important aspect of students’ overall healthy development, and their application is essential to the achievement of many of the expectations in the Active Living, Movement Competence, and Healthy Living strands. Living skills cannot be taught effectively in isolation; they must be taught and evaluated in conjunction with learning related to all strands of the curriculum, in order to make the learning personally relevant for students. As they develop and apply their living skills, students will build resilience. They will learn to make choices that protect their safety and health and enable them to become independent thinkers and responsible adults who are capable of developing strong relationships and who are committed to lifelong healthy, active living. (H&PE, p.19)</p> <p>OVERALL EXPECTATIONS:</p> <p>By the end of Grade 5, students will:</p> <ol style="list-style-type: none"> 1. demonstrate personal and interpersonal skills and the use of critical and creative thinking processes as they acquire knowledge and skills in connection with the expectations in the | <p style="text-align: center;">FULLY ALIVE AS IT LINKS TO LIVING SKILLS</p> <p>Pope John Paul II described in a few words what our Family Life Program wants to assist parents in doing: <i>Remote preparation [for marriage or celibate life] begins in early childhood, in that wise family training which leads children to discover themselves as being endowed with a rich and complex psychology and with a particular personality with its own strengths and weaknesses. It is the period when esteem for authentic human values is instilled, both in interpersonal and social relationships, with all that this signifies for the formation of character, for the control and right use of one’s inclinations, for the manner of regarding and meeting people of the opposite sex, and so on. Also necessary, especially for Christians, is solid spiritual and catechetical formation ...</i> (The Role of the Christian Family in the Modern World, 66)</p> <p><i>Fully Alive</i>, along with the catechetical program, is intended to help our children to understand the dignity of their calling in Christ. Together parents and teachers become partners in giving children the vision of God, which is revealed in Christ Jesus, the Word made flesh, to the greater glory of God. (Archbishop Gervais, Ottawa)</p> <p>“The glory of God is man and woman fully alive, but life for them consists in seeing God revealed in his Word.” (St. Irenaeus, <i>Against Heresies</i>, IV. 20. 7)</p> <p>At its heart, the goal of <i>Fully Alive</i> is to complement the efforts of parents in setting their children on the path to becoming fully human. This goal is also that of</p> |

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| <p>Active Living, Movement Competence and Healthy Living strands for this grade.</p> | <p>what is often described as character education. The qualities, or virtues, that <i>Fully Alive</i> encourages include: reverence, respect for self, respect for others, responsibility, initiative, kindness, gratitude, perseverance, honesty, integrity, chastity, justice, courage, empathy, and hope.</p> |
| <p style="text-align: center;">PERSONAL SKILLS (PS)</p> <p>Personal skills help students understand themselves better and equip them to deal with life’s challenges. The health and physical education program provides students with many opportunities to develop these skills as they discover and develop new physical capabilities and acquire knowledge and explore ideas that have deep personal relevance.</p> <p>Through the development of self-awareness and self-monitoring skills, students build a sense of “being”. They learn to understand their capabilities and strengths and to take responsibility for their learning and their actions.</p> <p>Through the acquisition of adaptive, coping, and management skills, students develop their capacity to respond to difficulties and to develop greater control over their lives. All of these skills build resilience – the ability to protect and maintain one’s mental health and emotional well-being while responding to the stresses and challenges of life.</p> <p>Learning personal skills helps to develop an understanding of the factors that contribute to resilience and a positive self-concept. It also includes learning about the importance of a positive disposition and a forward-thinking outlook. Although students are not evaluated on their disposition and outlook, they are taught to be aware of and to manage their feelings.</p> <p>Learning the power of a positive attitude, learning to make connections between feelings and actions or between their personal strengths</p> | <p style="text-align: center;">FULLY ALIVE AS IT LINKS TO PERSONAL SKILLS (PS)</p> <p>CREATED AND LOVED BY GOD (Theme 1) What is the meaning of our human existence? Why are human relationships so rewarding, yet all too frequently so painful? How can the powerful gift of sexuality be expressed in a way that is fully human? What wisdom can adults offer children, especially as they approach adolescence, that will help them weather the ups and downs of daily life and the challenges that we all face in our lives. These are the fundamental questions that <i>Fully Alive</i> explores.</p> <p>The opening theme, “Created and Loved by God,” provides a structure within which these questions can be considered. Theme One is the foundation of <i>Fully Alive</i>, and affirms the Christian belief that each person is made in the image of a loving God as the starting point in the search for answers about human existence. Everything that is said in later themes about living in a family, learning to be a friend, the dignity of the body, commitment, and participation in human society is informed and inspired by the message of Theme One.</p> <p>Grade 5 – Theme One focuses on:</p> <ul style="list-style-type: none"> • Recognizing and appreciating God’s everlasting love for us. • Exploring the importance of respect for ourselves and others. • Examining the many ways we develop during our life journeys, and learning about the end of our life journey on earth and the beginning of a new life with God. • Discovering that we are connected to many people, both living and dead, through their influence on our family members. (<i>Fully Alive</i> Gr.5, p.38) |

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| <p>and the activities that they choose to do, for example, and developing the skills to respond to challenges and changes are all part of developing personal skills. (H&PE, p.20-21)</p> | |
| <p>PERSONAL SKILLS (PS) SPECIFIC EXPECTATIONS:</p> <p>1.1 use self-awareness and self-monitoring skills to help them understand their strengths and needs, take responsibility for their actions, recognize sources of stress, and monitor their own progress, as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., Active Living: <i>monitor progress towards fitness goals, noting improvements or lack of improvement and making changes as needed; note how physical activity makes them feel, particularly when they are experiencing stress; Movement Competence:</i> <i>describe how knowing their strengths and areas for improvement can help when they are learning new skills; Healthy Living:</i> <i>describe some of the factors or situations that cause them to experience stress</i>)</p> <p>1.2 use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., Active Living: <i>demonstrate a positive attitude, persistence, and a willingness to seek support when working at developing fitness, and explain how these factors help them meet their goals; Movement Competence:</i> <i>try different approaches, such as adjusting body position or speed, to help maintain control of a ball with their feet while running down the field; Healthy Living:</i> <i>identify how to get help in different situations – in emergencies, when confronted with violence, when being bullied or witnessing someone else being bullied, to prevent injury</i>)</p> | <p style="text-align: center;">FULLY ALIVE AND OTHER CATHOLIC EDUCATION RESOURCES AS THEY LINK TO PERSONAL SKILLS (PS)</p> <p style="text-align: center;">FULLY ALIVE</p> <p>THEME 1: CREATED AND LOVED BY GOD Topic 3: <i>Mr. Talbot’s Classroom</i>, p.50</p> <ul style="list-style-type: none"> • Recognize and appreciate the uniqueness of each person in the class. <p>Topic 4: <i>A Journey</i>, p.59</p> <ul style="list-style-type: none"> • Identify and describe some features of the physical, emotional, social, intellectual, and spiritual dimensions of human development. <p>Topic 5: <i>The End of the Journey</i>, p.66</p> <ul style="list-style-type: none"> • Recognize and appreciate the importance of support and prayer at the time of a death. <p>THEME 2: LIVING IN RELATIONSHIP Topic 2: <i>Families Have Rules</i>, p.96</p> <ul style="list-style-type: none"> • Describe the purpose of rules and laws. <p>Topic 3: <i>Families Change</i>, p.103</p> <ul style="list-style-type: none"> • Recognize and appreciate the need for support and co-operation within the family when changes occur. <p>Topic 6: <i>A Time for Reflection</i>, p.124</p> <ul style="list-style-type: none"> • Recognize the responsibility to support peers who are being mistreated. <p>THEME 3: CREATED SEXUAL: MALE AND FEMALE Topic 5: <i>Growing Up</i>, p.158</p> <ul style="list-style-type: none"> • Recognize that growing up is a process that takes time and patience. <p>THEME 4: GROWING IN COMMITMENT Topic 1: <i>Growing in Commitment</i>, p.166</p> <ul style="list-style-type: none"> • Identify some reasons why we avoid accepting responsibility for our actions. • Recognize and appreciate that actions have consequences for ourselves and others. <p>Topic 2: <i>A Commitment to Myself</i>, p.172</p> |

- Recognize and appreciate that our commitment to ourselves is a commitment to be the people God created us to be.

THEME 5: LIVING IN THE WORLD

Topic 4: *The World as Community*, p.206

- Recognize and appreciate the importance of using their gifts to make the world a better place for everyone.

RELIGIOUS EDUCATION

Born of the Spirit: May We Be One

UNIT 7: THE CHURCH RECONCILES

Theme 20: *God’s faithfulness is from age to age*, p.208

- Students will see how our faith tradition seeks to understand the mystery of God in the face of evil.

SCRIPTURE

“I can do all things through him who strengthens me.”
(Philippians 4:13)

VIRTUES

Temperance, Prudence, Fortitude

CATHOLIC SOCIAL TEACHINGS

Human Dignity
Community and the Common Good
Rights and Responsibilities

ANCHOR CONCEPTS

Lifestyle
Interdependence
Empowerment

CATHOLIC THEMES

Community and the Common Good
Dignity of the Human Person
Human Rights and Responsibilities

CATHOLIC GRADUATE EXPECTATIONS

A Reflective, Creative and Holistic Thinker who:
CGE3d: Makes decisions in light of gospel values with an informed moral conscience.

A Self-Directed, Responsible, Lifelong Learner

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| | <p>who: CGE4a: Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others. CGE4h: Participates in leisure and fitness activities for a balanced and healthy lifestyle.</p> |
| <p style="text-align: center;">INTERPERSONAL SKILLS (IS)</p> <p>As they participate in physical activities and healthy living discussions, students interact with each other in many ways and have numerous opportunities to develop interpersonal skills. These are the relationship and social skills and the verbal and non-verbal communications skills that students need in order to interact positively with others, collaborate effectively in groups, and build healthy relationships. They are critical to interactions in everyday life, and they help students develop a sense of belonging as they learn to find their own place in the world. (H&PE, p.21)</p> | <p style="text-align: center;">FULLY ALIVE AS IT LINKS TO INTERPERSONAL SKILLS (IS)</p> <p>LIVING IN RELATIONSHIP (Theme 2) Human existence is lived out with others. We are so deeply social by nature and so profoundly dependent on each other that we absorb our closest relationships into our very identities. We describe ourselves as husbands and wives, mothers and fathers, sons and daughters, sisters and brothers, and friends.</p> <p>In Theme 2 the exploration of the meaning of human existence continues with a focus on the significant relationships of family and friendship. The relational nature of persons reflects our origin. “From the mutual acceptance and love of Father, Son and Spirit comes the creation of the universe” (OCCB, <i>Curriculum Guideline for Family Life Education</i>). The mystery of the Trinity tells us that relationship and community are at the very heart of God. To be an image of God is to be an image of love. God is the supreme model for all relationships. To the extent that we are life-giving in our daily interactions, we are living out the essential vocation of the Christian, which is the vocation to love.</p> <p>Grade 5 – Theme Two focuses on:</p> <ul style="list-style-type: none"> • Considering some of the ways that families are both unique and alike. • Examining the purpose of rules, and the role of family rules. • Exploring some of the ways families change, and discuss the importance of family members helping each other during times of change. • Learning more about the qualities of true friendship, and examining possible solutions to friendship difficulties. • Discussing a story about bullying, and learning about the responsibility to help those who are being mistreated. (<i>Fully Alive Gr.5, p.86</i>) |

**INTERPERSONAL SKILLS (IS)
SPECIFIC EXPECTATIONS:**

1.3 communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (*e.g., **Active Living:** warn others and report to the teacher if any equipment is broken or unsafe to use; **Movement Competence:** when working with a partner to create a developmental gymnastics sequence, listen to their partner and share ideas for ways to improve the sequence; **Healthy Living:** practise using refusal skills if presented with choices or peer pressure regarding use of alcohol or tobacco)*)

1.4 apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships and become effective team members (*e.g., **Active Living:** demonstrate leadership skills by taking turns leading warm-up activities; **Movement Competence:** collaborate with teammates to plan how to move the ball up the field, then follow through with the plan; **Healthy Living:** show respect for others by giving classmates encouragement and praise and by avoiding behaviours such as calling people names or excluding them; show respect for cultural diversity)*)

**FULLY ALIVE AND OTHER CATHOLIC
EDUCATION RESOURCES AS THEY LINK TO
INTERPERSONAL SKILLS (IS)**

FULLY ALIVE

THEME 1: CREATED AND LOVED BY GOD

Topic 2: *Learning About Love*, p.44

- Recognize that we need to ask forgiveness from people we have harmed, and from God, who is always ready to listen and forgive.

THEME 2: LIVING IN RELATIONSHIP

Topic 4: *Friendship*, p.110

- Identify and describe some of the qualities that are valued in friendships.
- Recognize the responsibility to support peers who are being mistreated.

THEME 4: GROWING IN COMMITMENT

Topic 1: *Responsible for Our Actions*, p.166

- Recognize and appreciate that actions have consequences for ourselves and others.

THEME 5: LIVING IN THE WORLD

Topic 4: *The World as Community*, p.206

- Recognize and appreciate the importance of using their gifts to make the world a better place for everyone.

RELIGIOUS EDUCATION

Born of the Spirit: May We Be One

UNIT 7: THE CHURCH RECONCILES

Theme 20: *God's faithfulness is from age to age*, p.208

- Students will see how our faith tradition seeks to understand the mystery of God in the face of evil.

SCRIPTURE

“Let no evil talk come out of your mouths, but only what is useful for building up, as there is need, so that your words may give grace to those who hear.” (Ephesians 4:29)

VIRTUES

Love, Hope, Fortitude

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| | <p style="text-align: center;">CATHOLIC SOCIAL TEACHINGS Human Dignity Community and the Common Good Promotion of Peace</p> <p style="text-align: center;">ANCHOR CONCEPTS Common Good Community Interdependence</p> <p style="text-align: center;">CATHOLIC THEMES Community and the Common Good Dignity of the Human Person Peace</p> <p style="text-align: center;">CATHOLIC GRADUATE EXPECTATIONS An Effective Communicator who: CGE2a: Listens actively and critically to understand and learn in light of gospel values. A Reflective, Creative and Holistic Thinker who: CGE3c: Thinks reflectively and creatively to evaluate situations and solve problems. A Self-Directed, Responsible, Lifelong Learner who: CGE4a: Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others.</p> |
| <p style="text-align: center;">CRITICAL AND CREATIVE THINKING SKILLS (CT)</p> <p>The ability to think critically and creatively will help students make healthier choices in all aspects of their lives. The health and physical education program gives students many opportunities to develop higher order thinking skills, to explore without fear of making mistakes, and to learn from their mistakes. Students will be able to apply these skills in many ways – to solving problems, resolving conflicts, making decisions, and setting goals.</p> <p>By helping students achieve personal goals and aspirations, these skills contribute to a sense of “becoming” – a sense of personal growth. In a variety of situations, students will learn to use their critical thinking skills to develop a</p> | <p style="text-align: center;">FULLY ALIVE AS IT LINKS TO CRITICAL AND CREATIVE THINKING SKILLS (CT)</p> <p>GROWING IN COMMITMENT (Theme 4) To live in a way that is fully human is a life-long challenge that begins in childhood. Growth toward maturity, toward wholeness, is never a straight path. In the process of learning to make wise decisions about our lives, mistakes are made, often because of lack of reflection or limited life experiences. There are also times when we are unwilling to pay the price demanded by our Christian values.</p> <p>We are created free, but this freedom is best expressed as a freedom <i>for</i>, rather than a freedom <i>from</i>. We are free so that we can become the people God intends us to be. We are free so that we can follow the example of Christ who is the model of all that is fully human. This freedom to choose and decide is exercised over the</p> |

plan and, within that context, to generate and organize information and ideas, then focus and clarify those ideas. They will learn and practise using a process to analyse, synthesize, and evaluate ideas and information. When they have arrived at a decision, goal, or solution, they will have opportunities to present the information in a variety of ways. Finally, students will learn to reflect on and evaluate the entire process, thinking about what went well, what could have been done differently, and what should be done next. (H&PE, p.21)

course of a lifetime — when there are difficult choices to be made, unexpected consequences to be accepted, significant decisions to think about, and daily responsibilities to be fulfilled. Life makes demands, and as we grow up we become more aware of these demands and the importance of our response.

With the approach of adolescence, decisions become increasingly complex. Parents and teachers can provide guidance and encouragement. They can limit choices, make rules, and apply consequences when responsibilities are neglected. They can serve as models of commitment whose lives reflect Gospel values and the witness of the Church. But within the world of home, school, and community, it is essential for students to begin to recognize their responsibility for their lives as sons and daughters, students, classroom members, and friends.

As in Theme Two, in which the students are encouraged to recognize their contribution to the quality of their relationships with family members and friends, in Theme Four they are invited to see themselves as agents in the process of their growth toward commitment and maturity.

Grade 5 – Theme Four focuses on:

- Discovering the importance of accepting responsibility for our actions, and of recognizing that actions have consequences for ourselves and others.
- Exploring the meaning of a commitment to ourselves, which is a commitment to be the person God created us to be.

Examining the commitments we have that involve other people: families, friends, being a student and a classmate, special activities, and our communities. (*Fully Alive Gr.5, p.165*)

CRITICAL AND CREATIVE THINKING SKILLS (CT)
SPECIFIC EXPECTATIONS:

1.5 use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education (e.g., **Active Living:** *make connections between being active and working towards personal fitness goals; Movement Competence:* *explain the idea of “healthy competition”, what it involves and what it should not involve, and how the presence or absence of those features might affect participation in physical activity; explore how using different speeds and pathways can enhance a dance sequence; Healthy Living:* *describe how the media can influence their food choices*)

FULLY ALIVE AND OTHER CATHOLIC EDUCATION RESOURCES AS THEY LINK TO CRITICAL AND CREATIVE THINKING SKILLS (CT)

FULLY ALIVE

THEME 2: LIVING IN RELATIONSHIP

Topic 5: *The Ups and Downs of Friendship*, p.115

- Describe the consequences of different solutions to common friendship difficulties.

THEME 3: CREATED SEXUAL: MALE AND FEMALE

Topic 2: *The Body System That Gives Life*, p.142

- Recognize and appreciate the need for respect when speaking about the gift of being able to create new human life.

THEME 4: GROWING IN COMMITMENT

Topic 3: *A Commitment to Others*, p.178

- Recognize and appreciate that learning to keep commitments involves difficulties and satisfaction.

THEME 5: LIVING IN THE WORLD

Topic 4: *The World as Community*, p.206

- Identify some of the common needs of all people in the world.

RELIGIOUS EDUCATION

Born of the Spirit: May We Be One

UNIT 6: LOVE YOUR ENEMIES

Theme 18: *Let justice flow like water*, p.192

- Students celebrate God’s gift of creation.

SCRIPTURE

“Do not be conformed to this world, but be transformed by the renewing of your minds, so that you may discern what is the will of God--what is good and acceptable and perfect.” (Romans 12:2)

VIRTUES

Temperance, Fortitude, Prudence

CATHOLIC SOCIAL TEACHINGS

Human Dignity

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| | <p style="text-align: center;">Community and the Common Good Rights and Responsibilities</p> <p style="text-align: center;">ANCHOR CONCEPTS Empowerment Interdependence Lifestyle</p> <p style="text-align: center;">CATHOLIC THEMES Community and the Common Good Dignity of the Human Person Human Rights and Responsibilities</p> <p style="text-align: center;">CATHOLIC GRADUATE EXPECTATIONS A Reflective, Creative and Holistic Thinker who: CGE3c: Thinks reflectively and creatively to evaluate situations and solve problems. A Self-Directed, Responsible, Lifelong Learner who: CGE4g: Examines and reflects on one’s personal values, abilities and aspirations influencing life’s choices and opportunities. A Responsible Citizen who: CGE7b: Accepts accountability for one’s own actions.</p> |
| <p style="text-align: center;">A. ACTIVE LIVING</p> <p>The Active Living strand helps students develop the skills and knowledge needed to participate regularly and safely in physical activity, while enjoying being physically active and learning how to develop and enhance their own personal fitness. Learning through physical activity helps to enhance students’ physical literacy. Daily physical activity (DPA) is one important component of this strand. Participating in daily moderate to vigorous physical activity helps to build a habit of activity that becomes a part of each student’s routine and way of life. (H&PE, p.21)</p> <p>OVERALL EXPECTATIONS:</p> <p>By the end of Grade 5, students will: A1. participate actively and regularly in a wide variety of physical activities, and demonstrate</p> | <p style="text-align: center;">FULLY ALIVE AS IT LINKS TO ACTIVE LIVING</p> <p>The call to be active in the world calls us to cultivate the awareness of the richness and potential of human activity in the world and of the interdependence of all people in the human family. With this awareness, an attitude of Christian care and personal involvement in the world can be nurtured and developed.</p> <p>The Catholic anchor concept of interdependence celebrates the giftedness of the individual person or community in relationship with others for the good of the greater whole. Interdependence thus affirms both autonomy and interrelatedness. Interdependence recognizes that we benefit as individuals and as a collective from the diverse talents and gifts of our neighbours.</p> <p>“...sport has brought you together from different countries in a common interest and shared goals. Your</p> |

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| <p>an understanding of factors that encourage lifelong participation in physical activity; A2. demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living; A3. demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.</p> | <p>passion for sport is a building block of human solidarity, friendship and goodwill among peoples. May your physical exertions be a part of your quest for the higher values which build character and give you dignity and a sense of achievement, in your own eyes and in the eyes of others. In Christian terms, life itself is a contest and a striving for goodness and holiness.” <small>(Pope John Paul II, <i>Jubilee of Sports People</i>, October 2000)</small></p> |
| <p>ACTIVE LIVING SPECIFIC EXPECTATIONS:</p> <p>A1. ACTIVE PARTICIPATION A1.1 actively participate in a wide variety of program activities (<i>e.g., lead-up games, recreational activities, fitness and endurance activities, dance</i>), according to their capabilities, while applying behaviours that enhance their readiness and ability to take part (<i>e.g., encouraging others with positive comments, displaying fair play by respecting the decisions of others</i>) [PS, IS]</p> <p>A1.2 demonstrate an understanding of factors that contribute to their personal enjoyment of being active (<i>e.g., having the opportunity to modify games to make them more inclusive and to increase opportunities for participation, being exposed to new and different activities such as rubber chicken tag, having the opportunity to respond creatively to music and poetry, being able to take part in activities that emphasize healthy competition with themselves and others, having access to play spaces that are clean and attractive</i>), as they participate in a wide variety of individual and small-group activities and lead-up games [PS]</p> <p>Teacher prompt: “Creating a good community requires the participation of all members. Communities have special interests in common, and one of them is our school and community play spaces. What can we do as good community members to keep these play spaces clean, tidy and</p> | <p>FULLY ALIVE AND OTHER CATHOLIC EDUCATION RESOURCES AS THEY LINK TO ACTIVE LIVING</p> <p>FULLY ALIVE</p> <p>THEME 1: CREATED AND LOVED BY GOD Topic 3: <i>Mr. Talbot’s Classroom</i>, p.50</p> <ul style="list-style-type: none"> Recognize and appreciate the uniqueness of each person in the class. <p>Topic 4: <i>A Journey</i>, p.59</p> <ul style="list-style-type: none"> Identify and describe some features of the physical, emotional, social, intellectual, and spiritual dimensions of human development. <p>THEME 2: LIVING IN RELATIONSHIP Topic 6: <i>A Time for Reflection</i>, p.124</p> <ul style="list-style-type: none"> Recognize the responsibility to support peers who are being mistreated. <p>THEME 3: CREATED SEXUAL: MALE AND FEMALE Topic 1: <i>We Are Wonderfully Made</i>, p.134</p> <ul style="list-style-type: none"> Recognize and appreciate that God created human beings as body/spirit persons. <p>Topic 5: <i>Growing Up</i>, p.158</p> <ul style="list-style-type: none"> Recognize that growing up is a process that takes time and patience. <p>SCRIPTURE</p> <p><i>“For it was you who formed my inward parts. You knit me together in my mother’s womb. I praise you, for I am fearfully and wonderfully made.”</i> (Psalm 139:13-14)</p> <p>VIRTUES</p> <p>Prudence, Fortitude, Temperance</p> |

attractive?”

Student: “As members of our community, we can put garbage and recycling containers in the areas, use them ourselves and encourage others to use them. We could also volunteer to plant trees.”

A1.3 identify factors that can either motivate or make it difficult for people to be physically active every day (*e.g., enjoyment; level of peer support; availability of transportation, equipment, time, and financial resources; availability of community resources; gender barriers or expectations; personal abilities; accessibility of facilities; personal organizational skills; family responsibilities or curfews*), and describe ways of overcoming obstacles to staying active [CT]

Teacher prompt: “God gave each of us unique gifts and talents. Some people have excellent physical coordination that allows them to excel at sports. Others have rich imaginations or are really good in mathematics. Despite these differences, we still need to be physically active in order to stay healthy. Identify some of the challenges that might make it difficult to be active every day and offer a solution that could help.”

Students: “I know someone in a wheelchair who plays basketball at the local community centre. I think that if you are not coordinated you might hurt yourself and then be scared to participate in the activity. This person would need extra help to develop the skills to be able to participate fully.”

A2. PHYSICAL FITNESS

A2.1 Daily physical activity (DPA):

participate in sustained moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to the best of their ability for a minimum of 20 minutes each day (*e.g.,*

CATHOLIC SOCIAL TEACHINGS

Human Dignity
Community and the Common Good

ANCHOR CONCEPTS

Empowerment
Human Dignity
Lifestyle
Stewardship

CATHOLIC THEMES

Dignity of the Human Person
Community and the Common Good
Mystery, Wonder and Awe

CATHOLIC GRADUATE EXPECTATIONS

A Reflective, Creative and Holistic Thinker who:

CGE3e: Adopts a holistic approach to life by integrating learning from various subject areas and experience.

A Self-Directed, Responsible, Lifelong Learner who:

CGE4e: Sets appropriate goals and priorities in school, work and personal life.

CGE4h: Participates in leisure and fitness activities for a balanced and healthy lifestyle.

A Responsible Citizen who:

CGE7b: Accepts accountability for one’s own actions.

power walking, wheeling, playing three-on-three games, skipping rope) [PS]

A2.2 identify the components of health-related fitness (*e.g., cardiorespiratory endurance, muscular strength, muscular endurance, flexibility*) and the benefits associated with developing and maintaining each of them (*e.g., increased cardiorespiratory endurance provides more stamina for prolonged activity, increased muscular strength and muscular endurance improve performance in activities, good flexibility allows for ease of movement during activities*) [CT]

Teacher prompt: “**Human life is a gift and we must take special care of this gift. Fitness activities are one way to help us do this. Name an activity and how this activity will help us take care of our bodies.**”

Students: “**Swimming is a good exercise to keep us fit because it gets our heart pumping and our muscles working. Stretching after we do our training for track and field is a good way to keep us flexible.**”

A2.3 assess a specific component of their health-related fitness by noting physical responses during various physical activities, and monitor changes over time [PS, CT]

A2.4 develop and implement personal plans relating to a specific component of health-related fitness, chosen on the basis of their personal fitness assessments and interests [PS, CT]

A3. SAFETY

A3.1 demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity (*e.g., demonstrating personal responsibility for safety, using proper stretching techniques during cool-down activities, ensuring their actions promote a positive emotional*

experience for themselves and others, reporting any equipment that is not in good working condition) [PS, IS]

Teacher prompt: “Rules are created to keep you safe. Your parents make rules and ensure they are followed because they love you and want you to be safe. It is their God-given responsibility. When you play sports or participate in fitness activities, you must follow safety rules so that you do not hurt yourself or others. Think of a physical activity that you like and share one safety consideration you need to remember when you are participating in this activity.”

Students: “I like to skate on the pond in the winter. To stay safe, I need to wear a helmet and go with an adult. I am on a gymnastics team and we are not allowed on the equipment until our coach arrives.”

A3.2 demonstrate an understanding of proactive measures that should be taken to minimize environmental health risks that may interfere with their safe participation in and enjoyment of outdoor physical activities (*e.g., drinking fluids to avoid dehydration, before, during, and after vigorous activities; applying sunscreen and wearing a hat and sunglasses to protect the skin and eyes from sun damage; checking weather reports for the humidex, wind chill, air quality index, and UV index to determine what preparations may be needed to be safe and comfortable outdoors; bringing inhalers and epinephrine autoinjectors if needed; reading warning signs posted in recreational areas*) [PS, CT]

B. MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES

The Movement Competence strand helps students develop the movement competence needed to participate in physical activities through the development of movement skills and the related application of movement concepts and movement strategies. As students develop their confidence and competence, they will be developing their physical literacy. Students are also introduced to movement principles in developmentally appropriate ways. These principles are indicated in the expectations through examples and teacher prompts that illustrate how skills can be applied at different ages and stages. The students learn kinesthetically in this strand, as in the Active Living strand, and have regular opportunities in every grade to develop and practise their personal movement skills. (H&PE, p.23)

OVERALL EXPECTATIONS:

By the end of Grade 5, students will:

B1. perform movement skills, demonstrating an understanding of the basic requirements of the skills and applying movement concepts as appropriate, as they engage in a variety of physical activities;

B2. apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities, in order to enhance their ability to participate successfully in those activities.

FULLY ALIVE AS IT LINKS TO MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES

For students one of the great challenges in the development of identity is the mastery of a new repertoire of skills. “Who I am is what I can do”—particularly at school. As teachers, we must consider all of the growing, changing, and learning that the children have already experienced and will experience in the future.

We encourage them to look with pride on their accomplishments. Since students develop at different rates and have a variety of gifts, it is important to accept and affirm each person’s unique pattern of growth.

At the same time, we encourage students to see their future learning as exciting and challenging. Acquiring skills and developing talents invariably involves hard work, mistakes, and occasional failures. For learning, mistakes can be as important as successes. The self-esteem and confidence of each student are also crucial for future learning. Students must not lose their courage for growth.

It is important for the students to understand that they are much more than what they have learned to do. Just as they learn new skills, they also learn to grow in spirit of kindness, generosity and helpfulness.

“Sport, properly directed, develops character, makes a person courageous, a generous loser, and a gracious victor; it refines the senses, gives intellectual penetration, and steals the will to endurance. It is not merely a physical development then. Sport, rightly understood, is an occupation of the whole person, and while perfecting the body as an instrument of the mind, it also makes the mind itself a more refined instrument for the search and communication of truth and helps the person to achieve that end to which all others must be subservient, the service and praise of the Creator.”
(Pope Pius XII, Sport at the First Service of the Spirit, July 29, 1945)

MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES SPECIFIC EXPECTATIONS:

B1. MOVEMENT SKILLS AND CONCEPTS

B1.1 perform controlled transfers of weight in a variety of situations involving static and dynamic balance, using changes in speed and levels, with and without equipment (*e.g., perform a sequence of movements on a floor line or a bench; stay in control while rolling, balancing, twisting, dodging, jumping, skipping quickly and slowly*) [PS]

B1.2 demonstrate the ability to jump in control for height or distance, using a variety of body actions (*e.g., push off strongly during take-off when jumping for height; keep a tight body position when turning in the air; land smoothly and safely after a vertical jump and half turn in a dance sequence; maintain body control when landing after a long jump*) [PS]

B1.3 explore different combinations of locomotor movements with and without equipment, alone and with others, moving at different speeds and levels, and using different pathways (*e.g., dodge or change speed or direction to avoid people or objects; incorporate different movements at varying speeds when creating a dance with a partner; use ribbons or balls to develop a movement sequence that includes jumps, turns, movements in different directions, and balances*) [PS, IS]

B1.4 send and receive objects using different body parts and equipment, adjusting for speed, while applying basic principles of movement (*e.g., kick a ball with the inside of their dominant foot at varying speeds to a partner who absorbs the ball with his/her body when it is received; strike a beach ball with a hand paddle and follow through in the direction of the intended target; experiment with using different amounts of force to send at different*

FULLY ALIVE AND OTHER CATHOLIC EDUCATION RESOURCES AS THEY LINK TO MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES

FULLY ALIVE

THEME 1: CREATED AND LOVED BY GOD

Topic 4: A Journey, p.59

- Identify and describe some features of the physical, emotional, social, intellectual, and spiritual dimensions of human development.

THEME 2: LIVING IN RELATIONSHIP

Topic 6: A Time for Reflection, p.124

- Recognize the responsibility to support peers who are being mistreated.

THEME 4: GROWING IN COMMITMENT

Topic 1: Responsible for Our Actions, p.166

- Recognize and appreciate that actions have consequences for ourselves and for others.

SCRIPTURE

“Do you not know that you are God's temple and that God's Spirit dwells in you? If anyone destroys God's temple, God will destroy that person. For God's temple is holy, and you are that temple.” (1Corinthians 3:16-17)

VIRTUES

Temperance, Fortitude, Prudence

CATHOLIC SOCIAL TEACHINGS

Human Dignity

Community and the Common Good

ANCHOR CONCEPTS

Empowerment

Human Dignity

Lifestyle

CATHOLIC THEMES

Dignity of the Human Person

Mystery, Wonder and Awe

speeds) [PS, IS]

B1.5 retain objects with and without equipment in a variety of situations while moving in different pathways around others and equipment (*e.g., dribble a ball around pylons, slowing down as needed to maintain control; stickhandle a felt disc towards a goal or target while shifting the direction of forward movement to avoid defenders or obstacles; catch and carry a ball in a scoop*) [PS, IS]

B2. MOVEMENT STRATEGIES

B2.1 demonstrate an understanding of the components of physical activities (*e.g., movement skills, game structures, rules and guidelines, conventions of fair play and etiquette*), and apply this understanding as they participate in a variety of physical activities (*e.g., lead-up games such as three-on-three lacrosse, mini tennis, and keep-it-up; recreational activities such as disc golf, parachute activities, orienteering, and cooperative games; fitness activities such as yoga, isometric muscle-building activities, and endurance activities; dance activities such as creative movement, hip hop, and novelty dances*) [IS, CT]

Teacher prompt: “Why is it important to participate in games and activities that are inclusive and work for everyone in this class?”

Student: “It is important because we are all members of this small community and each one of us has the right to participate. We must also recognize that each of us has unique gifts and talents to share with each other and we all need an opportunity to do this in a respectful and safe environment.”

B2.2 describe common features of specific categories of physical activities (*e.g., individual, target, net/wall, striking/fielding, territory*), and describe strategies that they

CATHOLIC GRADUATE EXPECTATIONS

A Self-Directed, Responsible, Lifelong Learner

who:

CGE4h: Participates in leisure and fitness activities for a balanced and healthy lifestyle.

A Collaborative Contributor who:

CGE5a: Works effectively as an interdependent team member.

CGE5f: Exercises Christian leadership in the achievement of individual and group goals.

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| <p>found effective while participating in a variety of physical activities in different categories [CT]</p> <p>B2.3 apply a variety of tactical solutions to increase their chances of success as they participate in physical activities (<i>e.g., individual activities: interpret feedback from a partner and adjust their position in a yoga activity; target activities: choose an appropriate distance from the target to maximize level of challenge and opportunity for success; work on accuracy by maintaining eye contact with the target and following through in the direction of the target; net/wall activities: place shots away from their opponent; striking/fielding activities: choose their position to effectively cover a space when fielding; territory activities: make quick passes to keep the object moving when playing a modified team handball game</i>) [IS, CT]</p> | |
| <p style="text-align: center;">C. HEALTHY LIVING</p> <p>With <i>The Ontario Curriculum, Grades 1-8: Health and Physical Education, Interim Edition, 2010 (revised)</i>, schools will continue to teach “Growth and Development” as outlined in the 1998 curriculum instead of the Human Development and Sexual Health expectations. <i>The Ontario Curriculum, Grades 1-8: Health and Physical Education, Interim Edition, 2010 (revised)</i>, has the Human Development and Sexual Health expectations removed and the Growth and Development expectations as outlined in the 1998 curriculum inserted for each grade.</p> <p>The Healthy Living strand helps students develop an understanding of the factors that contribute to healthy development, a sense of personal responsibility for lifelong health, and a respect for their own health in relation to others and the world around them. Students will develop health literacy as they acquire the</p> | <p style="text-align: center;">FULLY ALIVE AS IT LINKS TO HEALTHY LIVING</p> <p>Healthy Living is linked to <i>Fully Alive</i> Theme Three. It builds on the previous themes, and continues to explore the question of what it means to be human.</p> <p>Each person is precious; each is made in the image and likeness of God. Created out of love, our true meaning is found in love, in living our lives in relationship with others. We are spouses, family members, friends, neighbours, members of communities, and participants in human society.</p> <p><i>Fully Alive</i> creates opportunities for discussions on topics such as personal health and well-being, healthy eating, anti-bullying, substance use and sexual abuse. What <i>Fully Alive</i> provides, which is essential to programs that deal with actions that are exploitive and harmful, is the foundation on which they must be built: respect for self and others as beloved children of God; the development of authentic relationships within the family and with peers; and growth in understanding of</p> |

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| <p>knowledge and skills they need to develop, maintain, and enjoy healthy lifestyles as well as to solve problems, make decisions, and set goals that are directly related to their personal health and well-being. Learning how to establish, monitor, and maintain healthy relationships is a key part of this strand. (H&PE, p.29)</p> <p>OVERALL EXPECTATIONS:</p> <p>By the end of Grade 5, students will:</p> <p>C1. demonstrate an understanding of factors that contribute to healthy development;</p> <p>C2. demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;</p> <p>C3. demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others’ health and well-being.</p> | <p>the gift of sexuality as an expression of life and love. (Fully Alive, p.17)</p> <p>Grade 5 – Theme Three focuses on:</p> <ul style="list-style-type: none"> • Exploring the idea that we do not <i>have</i> bodies, we <i>are</i> bodies; God created us as body/spirit persons. • Considering the major systems of the body, and learning that the reproductive system has unique characteristics. • Learning about the adult female and male reproductive systems and about human fertility in adult women and men. • Discussing the physical changes of puberty, as well as some of the emotional and social changes. (Fully Alive Gr.5, p.132) |
| <p>HEALTHY LIVING SPECIFIC EXPECTATIONS:</p> <p>C1. UNDERSTANDING HEALTH CONCEPTS</p> <p>Personal Safety and Injury Prevention</p> <p>C1.1 identify people (e.g., parents, guardians, neighbours, teachers, crossing guards, police, older students, coaches, elders) and supportive services (e.g., help lines, 9-1-1, Telehealth, public health units, student services) that can assist with injury prevention, emergencies, bullying, and abusive and violent situations [PS]</p> <p>Teacher prompt: “As community members, we all have the responsibility to take care of each other. If you are being bullied or know someone who is, to whom can you turn for help?”</p> | <p>FULLY ALIVE AND OTHER CATHOLIC EDUCATION RESOURCES AS THEY LINK TO HEALTHY LIVING</p> <p>FULLY ALIVE</p> <p>THEME 1: CREATED AND LOVED BY GOD</p> <p>Topic 4: A Journey, p.59</p> <ul style="list-style-type: none"> • Identify and describe some features of the physical, emotional, social, intellectual, and spiritual dimensions of human development. • Recognize and appreciate the gift of each human life. <p>THEME 2: LIVING IN RELATIONSHIP</p> <p>Topic 5: The Ups and Downs of Friendship, p.115</p> <ul style="list-style-type: none"> • Recognize that some friendship difficulties are a normal part of growing up. <p>Topic 6: A Time for Reflection, p.124</p> <ul style="list-style-type: none"> • Recognize the responsibility to support peers who are being mistreated. |

Student: “If I was being bullied or saw someone bully someone in our class or school, I would tell a teacher I trusted. I would tell someone even if I was worried about being called a ‘snitch’ or being bullied myself. I would definitely tell my parents if it was happening to me.”

Substance Use, Addictions, and Related Behaviours

C1.2 describe the short- and long-term effects of alcohol use, and identify factors that can affect intoxication (*e.g., amount consumed, speed of consumption, sex, body size, combinations with other drugs or food, emotional state*)

Teacher prompt: “We learned that alcohol has short- and long-term effects on the body. When we abuse alcohol, other people can also be affected. Describe instances when using alcohol does not show respect for our bodies and for other people.”

Student: “Alcohol can impede our ability to make good decisions, ones that are based on our beliefs. Some people who are intoxicated might say mean things or hit someone. They might even drink and drive. Drinking too much can cause you to embarrass yourself because you could fall down or vomit.”

C2. MAKING HEALTHY CHOICES

Healthy Eating

C2.1 explain how to use nutrition facts tables and ingredient lists on food labels to make healthier personal food choices [CT]

Personal Safety and Injury Prevention

C2.2 demonstrate the ability to deal with threatening situations by applying appropriate living skills (*e.g., personal skills, including self-monitoring and anger management; interpersonal skills, including conflict resolution skills; communication skills, including assertiveness and refusal skills*)

THEME 3: CREATED SEXUAL: MALE AND FEMALE

Topic 2: *The Body System That Gives Life*, p.142

- Recognize and appreciate the need for respect when speaking about the gift of being able to create new life.

Topic 3: *Human Fertility*, p.147

- Identify the main features of female and male fertility.
- Recognize and appreciate the power of human fertility and the responsibility to use it according to God’s plan.

Topic 4: *Puberty Begins*, p.153

- Recognize that there is a wide range of ages at which the physical changes of puberty occur.

Topic 5: *Growing Up*, p.158

- Recognize that growing up is a process that takes time and patience.

THEME 4: GROWING IN COMMITMENT

Topic 1: *Responsible for Our Actions*, p.166

- Recognize and appreciate that actions have consequences for ourselves and others.

THEME 5: LIVING IN THE WORLD

Topic 2: *Communities Are Like Families*, p.194

- Identify some of the attitudes and activities of the members of a good community.

Topic 4: *The World as Community*, p.206

- Recognize and appreciate the importance of using their gifts to make the world a better place for everyone.

RELIGIOUS EDUCATION

Born of the Spirit: May We Be One

UNIT 1: WE ARE GOD’S WORK OF ART

Theme 2: *God has no favourites*, p.54

- Students explore the effects of being included or excluded from a group.

UNIT 7: THE CHURCH RECONCILES

Theme 20: *God’s faithfulness is from age to age*, p.208

- Students will see how our faith tradition seeks to understand the mystery of God in the face of evil.

and safety strategies (e.g., *having a plan and thinking before acting; looking confident; being aware of surroundings; seeking help; drawing on cultural teachings, where appropriate, to analyse situations and develop responses*) [PS, IS, CT]

Substance Use, Addictions, and Related Behaviours

C2.3 demonstrate the ability to apply decision-making, assertiveness, and refusal skills to deal with pressures pertaining to alcohol use or other behaviours that could later lead to addiction (e.g., *smoking, drug use, gambling*) [IS]

Teacher prompt: “The human body is a remarkable creation; however sometimes people try to pressure us into abusing our bodies. Think of an example of when this could happen and what you could do to show respect for the gift of your body.”

Student: “I can try to avoid situations where I might be pressured into smoking or drinking. If I can’t, I can strongly and clearly say that I do not want to participate. I can also mention problems that I’d rather avoid, like bad breath, disease, and impairment – or I can just make a joke and change the subject.”

C3. MAKING CONNECTIONS FOR HEALTHY LIVING

Healthy Eating

C3.1 describe how advertising and media influences affect food choices (e.g., *TV commercials, product packaging, celebrity endorsements, product placements in movies and programs, idealized body images in movies and programs, magazine articles promoting fad diets*), and explain how these influences can be evaluated to make healthier choices (e.g., *critically examining the reasons for celebrity endorsements or the plausibility of product claims, checking whether there is information in the advertisement that verifies the claims,*

AIDS: A CATHOLIC EDUCATIONAL APPROACH TO HIV

LESSON 18: BASIC INFORMATION, p.72-76

- Describe the body’s immune system and its destruction by the AIDS virus (HIV).

LESSON 19: TRANSMISSION AND PREVENTION, p.76-78

- Give examples of refusal skills that can be used to say “no” to any risk behaviours.
- Articulate the morality of drug abuse and risks involved in any use of unsterilized needles.
- Suggest ways to deal with peer pressure.

SCRIPTURE

“God created humankind in his image, in the image of God he created them; male and female he created them.” (Genesis 1:27)

“Before I formed you in the womb I knew you, and before you were born I consecrated you; I appointed you a prophet to the nations.” (Jeremiah 1:5)

VIRTUES

Hope, Temperance, Fortitude, Prudence

CATHOLIC SOCIAL TEACHINGS

Human Dignity
Community and the Common Good
Rights and Responsibilities

ANCHOR CONCEPTS

Empowerment
Human Dignity
Lifestyle

CATHOLIC THEMES

Community and the Common Good
Dignity of the Human Person
Intimacy and Sexuality

CATHOLIC GRADUATE EXPECTATIONS

A Reflective, Creative and Holistic Thinker who:

CGE3e: Adopts a holistic approach to life by integrating learning from various subject areas and experience.

asking for information about product ingredients and nutrients, critically examining the reality and healthiness of idealized body images in the media, evaluating diet plans against accepted nutritional criteria such as those used in Canada's Food Guide) [CT]

Personal Safety and Injury Prevention

C3.2 explain how a person's actions (*e.g., negative actions such as name calling, making homophobic or racist remarks, mocking appearance or ability, excluding, bullying, sexual harassment; positive actions such as praising, supporting, including*) can affect the feelings, self-concept, emotional well-being, and reputation of themselves and others [PS, IS]

Teacher prompt: "Negative actions that hurt feelings such as bullying, name calling or racist remarks, are examples of not being committed to being the person God wants us to be. Recognizing that actions have consequences for ourselves and others, what are some examples of committing to do what is right and good and to live up to our beliefs?"

Student: "Some examples of doing what is right and good are including someone who has been left out in an activity, focusing on the gifts and talents others have instead of on what they cannot do and being a good team player."

Substance Use, Addictions, and Related Behaviours

C3.3 identify personal and social factors (*e.g., emotional, physical, mental, spiritual, cultural, legal, media, and peer influences*) that can affect a person's decision to drink alcohol at different points in his or her life [CT]

Teacher prompt: "How does being committed to be the person God wants us to be help us make healthy decisions with regard to

A Self-Directed, Responsible, Lifelong Learner who:

CGE4g: Examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities.

A Responsible Citizen who:

CGE7a: Acts morally and legally as a person formed in Catholic traditions.

CGE7b: Accepts accountability for one's own actions.

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| <p>substance use?”</p> <p><i>Student:</i> “We learned about the virtues of temperance and prudence this year. If I work to be a temperate person, that means that I would demonstrate self-control in all areas of my life, including the use of different substances and alcohol. Also, if I was prudent, I would take care to make good decisions to participate in activities that would keep me safe.”</p> | |
| <p>GROWTH AND DEVELOPMENT (1998) OVERALL EXPECTATION:</p> <p>By the end of Grade 5, students will:</p> <ul style="list-style-type: none"> describe physical, emotional, and interpersonal changes associated with puberty. | <p>THEME 3: CREATED SEXUAL: MALE AND FEMALE</p> <p>To be human is to be sexual. Sexuality, expressed in our maleness and femaleness, is an essential component of personhood. For this reason, education in sexuality is education of the whole person. Theme Three, therefore, must be approached within the context of the previous themes on the value of persons and of human relationships and that of the themes that follow on commitment and social responsibility. Without this context, it is only too easy to reduce sexuality to the reproductive system and its functioning.</p> <p>As the students approach the life stage of adolescence, they bring with them a variety of ideas about sexuality. First, there is the information they have been given at home and at school. They have learned that males and females are physically different, and that these differences are related to our potential for motherhood and fatherhood. Within the relationship of marriage, sexual intercourse between husband and wife expresses a love that is truly life-giving both spiritually and physically. Parents share in God’s creative power, and the children of their marriage are a special sign of their love. The students have learned that new human life begins with conception, and they have traced its development from a single cell created by the union of sperm and ovum to the birth of a baby.</p> <p>Beyond this information about sexuality, students of this age also bring with them their attitudes, which are shaped by the home, the school, and the wider society,</p> |

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| | <p>in particular, by the media. Sexuality is deeply relational, and in homes where parents co-operate, appreciate the work that each does for the family, and show their affection and respect for each other and for their children, positive attitudes about the complementarity of males and females are developed. At school, the students have been taught that sexuality is one of the marvelous gifts of creation, and they have been encouraged to take pride in being males and females. The Christian understanding of marriage and family, with its stress on commitment and generosity, has also been explored.</p> <p>These have been positive influences on students, influences that lead to attitudes about sexuality that are fully human. But there are other influences in our society that degrade sexuality, making us less than we are intended to be. The media often both reflect and create an understanding of sexuality that is less than human. Its relational dimensions appear casual, uncommitted, and frequently exploitive, and its procreational dimensions are either ignored or rejected. All students, to a greater or lesser extent, are exposed to and influenced by this distorted image of sexuality. Theme Three provides an opportunity for them to examine the messages they are receiving, and for teachers to begin speaking about the importance of modesty and chastity. As in the earlier grades, students are encouraged to deepen their understanding of the life-giving and loving dimensions of human sexuality, and, as they get older and enter the later grades, to grow in their personal commitment to chastity. (<i>Fully Alive</i>, Gr.5, p.129-130)</p> |
| <p>SPECIFIC EXPECTATIONS (1998):</p> <p>By the end of Grade 5, students will:</p> <ul style="list-style-type: none"> • identify strategies to deal positively with stress and pressures that result from relationships with family and friends; • identify factors (e.g., trust, honesty, caring) that enhance healthy relationships with friends, family, and peers; • describe the secondary physical changes at puberty (e.g., growth of body hair, | <p style="text-align: center;">FULLY ALIVE AND OTHER CATHOLIC EDUCATION RESOURCES AS THEY LINK TO GROWTH AND DEVELOPMENT (1998)</p> <p style="text-align: center;">FULLY ALIVE</p> <p style="text-align: center;">THEME 1: CREATED AND LOVED BY GOD</p> <p style="text-align: center;">Topic 4: A Journey, p.59</p> <ul style="list-style-type: none"> • Identify and describe some features of the physical, emotional, social, intellectual, and spiritual dimensions of human development. • Recognize and appreciate the gift of each human life. |

changes in body shape);

- describe the processes of menstruation and spermatogenesis;
- describe the increasing importance of personal hygiene following puberty.

THEME 2: LIVING IN RELATIONSHIP

Topic 5: *The Ups and Downs of Friendship*, p.115

- Recognize that some friendship difficulties are a normal part of growing up.

Topic 6: *A Time for Reflection*, p.124

- Recognize the responsibility to support peers who are being mistreated.

THEME 3: CREATED SEXUAL: MALE AND FEMALE

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- Recognize that growing up is a process that takes time and patience.

THEME 4: GROWING IN COMMITMENT

Topic 1: *Responsible for Our Actions*, p.166

- Recognize and appreciate that actions have consequences for ourselves and others.

THEME 5: LIVING IN THE WORLD

Topic 2: *Communities Are Like Families*, p.194

- Identify some of the attitudes and activities of the members of a good community.

Topic 4: *The World as Community*, p.206

- Recognize and appreciate the importance of using their gifts to make the world a better place for everyone.

RELIGIOUS EDUCATION

Born of the Spirit: May We Be One

UNIT 1: WE ARE GOD'S WORK OF ART

Theme 2: *God has no favourites*, p.54

- Students explore the effects of being included or

excluded from a group.

UNIT 7: THE CHURCH RECONCILES

Theme 20: *God’s faithfulness is from age to age,*
p.208

- Students will see how our faith tradition seeks to understand the mystery of God in the face of evil.

**AIDS: A CATHOLIC EDUCATIONAL
APPROACH TO HIV**

LESSON 18: BASIC INFORMATION, p.72-76

- Describe the body’s immune system and its destruction by the AIDS virus (HIV).

**LESSON 19: TRANSMISSION AND
PREVENTION, p.76-78**

- Give examples of refusal skills that can be used to say “no” to any risk behaviours.
- Articulate the morality of drug abuse and risks involved in any use of unsterilized needles.
- Suggest ways to deal with peer pressure.

SCRIPTURE

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VIRTUES

Hope, Temperance, Fortitude, Prudence

CATHOLIC SOCIAL TEACHINGS

Human Dignity

Community and the Common Good

Rights and Responsibilities

ANCHOR CONCEPTS

Empowerment

Human Dignity

Lifestyle

CATHOLIC THEMES

Community and the Common Good

Dignity of the Human Person

Intimacy and Sexuality

CATHOLIC GRADUATE EXPECTATIONS

A Reflective, Creative and Holistic Thinker who:

CGE3e: Adopts a holistic approach to life by integrating learning from various subject areas and experience.

A Self-Directed, Responsible, Lifelong Learner who:

CGE4g: Examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities.

A Responsible Citizen who:

CGE7a: Acts morally and legally as a person formed in Catholic traditions.

CGE7b: Accepts accountability for one's own actions.

Grade 6

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| MINISTRY OF EDUCATION | INSTITUTE FOR CATHOLIC EDUCATION |
| STRANDS AND LIVING SKILLS IN THE REVISED INTERIM HEALTH AND PHYSICAL EDUCATION CURRICULUM | CURRICULUM LINKS IN FULLY ALIVE AND OTHER CURRICULUM SUPPORT FOR CATHOLIC SCHOOLS |
| <p style="text-align: center;">LIVING SKILLS</p> <p>The living skill expectations identify learning that helps students develop a positive sense of self, develop and maintain healthy relationships, and use critical and creative thinking processes as they set goals, make decisions, and solve problems. Living skills are an important aspect of students’ overall healthy development, and their application is essential to the achievement of many of the expectations in the Active Living, Movement Competence, and Healthy Living strands. Living skills cannot be taught effectively in isolation; they must be taught and evaluated in conjunction with learning related to all strands of the curriculum, in order to make the learning personally relevant for students. As they develop and apply their living skills, students will build resilience. They will learn to make choices that protect their safety and health and enable them to become independent thinkers and responsible adults who are capable of developing strong relationships and who are committed to lifelong healthy, active living. (H&PE, p.19)</p> <p>OVERALL EXPECTATIONS:</p> <p>By the end of Grade 6, students will:</p> <ol style="list-style-type: none"> 1. demonstrate personal and interpersonal skills and the use of critical and creative thinking processes as they acquire knowledge and skills in connection with the expectations in the | <p style="text-align: center;">FULLY ALIVE AS IT LINKS TO LIVING SKILLS</p> <p>Pope John Paul II described in a few words what our Family Life Program wants to assist parents in doing: <i>Remote preparation [for marriage or celibate life] begins in early childhood, in that wise family training which leads children to discover themselves as being endowed with a rich and complex psychology and with a particular personality with its own strengths and weaknesses. It is the period when esteem for authentic human values is instilled, both in interpersonal and social relationships, with all that this signifies for the formation of character, for the control and right use of one’s inclinations, for the manner of regarding and meeting people of the opposite sex, and so on. Also necessary, especially for Christians, is solid spiritual and catechetical formation ...</i> (The Role of the Christian Family in the Modern World, 66)</p> <p><i>Fully Alive</i>, along with the catechetical program, is intended to help our children to understand the dignity of their calling in Christ. Together parents and teachers become partners in giving children the vision of God, which is revealed in Christ Jesus, the Word made flesh, to the greater glory of God. (Archbishop Gervais, Ottawa)</p> <p>“The glory of God is man and woman fully alive, but life for them consists in seeing God revealed in his Word.” (St. Irenaeus, <i>Against Heresies</i>, IV. 20. 7)</p> <p>At its heart, the goal of <i>Fully Alive</i> is to complement the efforts of parents in setting their children on the path to becoming fully human. This goal is also that of what is often described as character education. The</p> |

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| <p>Active Living, Movement Competence and Healthy Living strands for this grade.</p> | <p>qualities, or virtues, that <i>Fully Alive</i> encourages include: reverence, respect for self, respect for others, responsibility, initiative, kindness, gratitude, perseverance, honesty, integrity, chastity, justice, courage, empathy, and hope.</p> |
| <p style="text-align: center;">PERSONAL SKILLS (PS)</p> <p>Personal skills help students understand themselves better and equip them to deal with life’s challenges. The health and physical education program provides students with many opportunities to develop these skills as they discover and develop new physical capabilities and acquire knowledge and explore ideas that have deep personal relevance.</p> <p>Through the development of self-awareness and self-monitoring skills, students build a sense of “being”. They learn to understand their capabilities and strengths and to take responsibility for their learning and their actions.</p> <p>Through the acquisition of adaptive, coping, and management skills, students develop their capacity to respond to difficulties and to develop greater control over their lives. All of these skills build resilience – the ability to protect and maintain one’s mental health and emotional well-being while responding to the stresses and challenges of life.</p> <p>Learning personal skills helps to develop an understanding of the factors that contribute to resilience and a positive self-concept. It also includes learning about the importance of a positive disposition and a forward-thinking outlook. Although students are not evaluated on their disposition and outlook, they are taught to be aware of and to manage their feelings.</p> <p>Learning the power of a positive attitude, learning to make connections between feelings and actions or between their personal strengths and the activities that they choose to do, for</p> | <p style="text-align: center;">FULLY ALIVE AS IT LINKS TO PERSONAL SKILLS (PS)</p> <p>CREATED AND LOVED BY GOD (Theme 1) What is the meaning of our human existence? Why are human relationships so rewarding, yet all too frequently so painful? How can the powerful gift of sexuality be expressed in a way that is fully human? What wisdom can adults offer children, especially as they approach adolescence, that will help them weather the ups and downs of daily life and the challenges that we all face in our lives. These are the fundamental questions that <i>Fully Alive</i> explores.</p> <p>The opening theme, “Created and Loved by God,” provides a structure within which these questions can be considered. Theme One is the foundation of <i>Fully Alive</i>, and affirms the Christian belief that each person is made in the image of a loving God as the starting point in the search for answers about human existence. Everything that is said in later themes about living in a family, learning to be a friend, the dignity of the body, commitment, and participation in human society is informed and inspired by the message of Theme One.</p> <p>Grade 6 – Theme One focuses on:</p> <ul style="list-style-type: none"> • Reading a story about the power of love to transform people’s lives and reflect on God’s creation of us to be people of love. • Exploring the presence of life-giving people in our lives. • Discussing a story about bullying and learning more about the harm it causes. • Examining some of the ways in which we can be life givers and making a difference in other people’s lives. (<i>Fully Alive</i>, p.37-38) |

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| <p>example, and developing the skills to respond to challenges and changes are all part of developing personal skills. (H&PE, p.20-21)</p> | |
| <p>PERSONAL SKILLS (PS) SPECIFIC EXPECTATIONS:</p> <p>1.1 use self-awareness and self-monitoring skills to help them understand their strengths and needs, take responsibility for their actions, recognize sources of stress, and monitor their own progress, as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., Active Living: <i>identify which of the factors known to motivate participation in physical activity in most people are the strongest factors affecting their own motivation to be active; Movement Competence: assess their technique for catching throws of different speeds – are they remembering to move farther away when a ball is thrown hard and fast?; Healthy Living: reflect on how their body image affects their self-concept, and identify other factors, including acceptance by others, that influence their sense of themselves)</i></p> <p>1.2 use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., Active Living: <i>explain why properly fitted helmets and well-secured straps on wheelchairs allow them to participate in physical activities with greater confidence; Movement Competence: explain how adopting a positive attitude and a willingness to try new things helped them have more fun and make progress in learning a new skill or game; Healthy Living: describe how their management and organizational skills are applied when they are preparing to babysit a younger child)</i></p> | <p style="text-align: center;">FULLY ALIVE AND OTHER CATHOLIC EDUCATION RESOURCES AS THEY LINK TO PERSONAL SKILLS (PS)</p> <p style="text-align: center;">FULLY ALIVE</p> <p>THEME 1: CREATED AND LOVED BY GOD</p> <p>Topic 2: <i>Getting to Know You</i>, p.46</p> <ul style="list-style-type: none"> • Create a jigsaw puzzle that reflects aspects of their unique lives. • Appreciate the complexity and mystery of each person created by God. <p>Topic 3: <i>Life Giver</i>, p.51</p> <ul style="list-style-type: none"> • Identify some of the ways in which human development is supported and nurtured by other people. • Recognize and appreciate the presence of life-giving people in their lives. <p>Topic 4: <i>Life Givers in Action</i>, p.21</p> <ul style="list-style-type: none"> • Respond to a story about an incident of bullying. • Recognize the harm caused by bullying and the need to seek adult help for serious problems. <p>Topic 5: <i>We Can Make a Difference</i>, p.27</p> <ul style="list-style-type: none"> • Identify and describe some of the ways that people can make a difference in the lives of others. • Appreciate the power of life-giving love in action. <p style="text-align: center;">RELIGIOUS EDUCATION</p> <p style="text-align: center;">Born of the Spirit: You Shall Be My Witnesses</p> <p>UNIT 1: YOU ARE MY FRIENDS</p> <p>Theme 1: <i>Love is From God</i>, p.10</p> <ul style="list-style-type: none"> • Recognize the gift of true friendship. <p>Theme 2: <i>You Are the Light of the World</i>, p.18</p> <ul style="list-style-type: none"> • Recognize that every person can be a light to others. <p>UNIT 2: I LOVE YOU WITH AN EVERLASTING LOVE</p> <p>Theme 4: <i>Created in the Image of God</i>, p.36</p> <ul style="list-style-type: none"> • To see the other as the image of God. |

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| | <ul style="list-style-type: none"> To come to an awareness of the moral experience. <p>AIDS: A CATHOLIC EDUCATIONAL APPROACH TO HIV</p> <p>LESSON 20: CHRISTIAN RESPONSE, p.79</p> <ul style="list-style-type: none"> Demonstrate an appreciation of God’s unconditional love and relate that understanding to their own treatment of persons with AIDS and other serious illnesses. <p>SCRIPTURE</p> <p><i>“I can do all things through him who strengthens me.”</i> (Philippians 4:13)</p> <p>VIRTUES</p> <p>Prudence, Temperance, Fortitude</p> <p>CATHOLIC SOCIAL TEACHINGS</p> <p>Life and Dignity of the Human Person</p> <p>ANCHOR CONCEPTS</p> <p>Discovery, Community, Family</p> <p>CATHOLIC THEMES</p> <p>Love and Justice</p> <p>CATHOLIC GRADUATE EXPECTATIONS</p> <p>A Self-Directed, Responsible, Lifelong Learner who:</p> <p>CGE4a: Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others.</p> <p>CGE4g: Examines and reflects on one’s personal values, abilities and aspirations influencing life’s choices and opportunities.</p> <p>A Caring Family Member who:</p> <p>CGE6a: Relates to family members in a loving, compassionate and respectful manner.</p> |
| <p>INTERPERSONAL SKILLS (IS)</p> <p>As they participate in physical activities and healthy living discussions, students interact with each other in many ways and have numerous opportunities to develop interpersonal skills. These are the relationship</p> | <p>FULLY ALIVE AS IT LINKS TO INTERPERSONAL SKILLS (IS)</p> <p>LIVING IN RELATIONSHIP (Theme 2)</p> <p>Human existence is lived out with others. We are so deeply social by nature and so profoundly dependent on each other that we absorb our closest relationships</p> |

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| <p>and social skills and the verbal and non-verbal communications skills that students need in order to interact positively with others, collaborate effectively in groups, and build healthy relationships. They are critical to interactions in everyday life, and they help students develop a sense of belonging as they learn to find their own place in the world. (H&PE, p.21)</p> | <p>into our very identities. We describe ourselves as husbands and wives, mothers and fathers, sons and daughters, sisters and brothers, and friends.</p> <p>In Theme 2 the exploration of the meaning of human existence continues with a focus on the significant relationships of family and friendship. The relational nature of persons reflects our origin. “From the mutual acceptance and love of Father, Son and Spirit comes the creation of the universe” (OCCB, <i>Curriculum Guideline for Family Life Education</i>). The mystery of the Trinity tells us that relationship and community are at the very heart of God. To be an image of God is to be an image of love. God is the supreme model for all relationships. To the extent that we are life-giving in our daily interactions, we are living out the essential vocation of the Christian, which is the vocation to love.</p> <p>Grade 6 – Theme Two focuses on:</p> <ul style="list-style-type: none"> • Exploring the need for relationships in our lives, especially with family and friends. • Discussing the importance of family histories and customs. • Examining some day-to-day stresses that all families experience and consider strategies to manage them. • Learning about common communication problems and ways to overcome them. • Analysing how friendships change as we grow up and learning more about how to handle stressful situations with friends. (<i>Fully Alive</i>, p.75-76) |
| <p>INTERPERSONAL SKILLS (IS) SPECIFIC EXPECTATIONS:</p> <p>1.3 communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., Active Living: use encouraging words to support other students when being active; Movement Competence: communicate clearly when working together in small groups to create a movement sequence; Healthy Living: describe</p> | <p>FULLY ALIVE AND OTHER CATHOLIC EDUCATION RESOURCES AS THEY LINK TO INTERPERSONAL SKILLS (IS)</p> <p>FULLY ALIVE</p> <p>THEME 1: CREATED AND LOVED BY GOD</p> <p>Topic 4: <i>Life Givers in Action</i>, p.21</p> <ul style="list-style-type: none"> • Respond to a story about an incident of bullying. • Recognize the harm caused by bullying and the need to seek adult help for serious problems. <p>Topic 5: <i>We Can Make a Difference</i>, p.27</p> <ul style="list-style-type: none"> • Identify and describe some of the ways that people can make a difference in the lives of |

what verbal and non-verbal signals could be used to send messages to others about how you feel about them)

1.4 apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective team members (*e.g., **Active Living:** promote fair play, share equipment, take turns, and follow rules when playing lead-up games; show respect for the decisions and calls of teammates when refereeing their own activities; **Movement Competence:** contribute ideas when working in a group to accomplish a collaborative task; **Healthy Living:** show awareness of how best to help others by asking questions and responding as directed by the person)*)

others.

- Appreciate the power of life-giving love in action.

THEME 2: LIVING IN RELATIONSHIP

Topic 1: *Life Lines*, p.77

- Explain the importance of relationships in the lives of each person.
- Recognize and appreciate the value of their relationships with family members and friends.

Topic 3: *Family Stress*, p.90

- Identify some day-to-day stresses and tensions that all families experience.
- Describe some strategies for managing day-to-day family stress.

Topic 4: *Communicating with Family and Friends*, p.97

- Identify and describe common communication problems.
- Recognize and appreciate the value of honest communication with family members and friends.

Topic 5: *The Growth of Friendship*, p.102

- Identify changes in friendship as people develop.
- Recognize and appreciate the value of true friendship.

Topic 6: *Stress in Friendship*, p.108

- Identify and analyse stressful friendship situations.
- Recognize that some stress in friendship is unavoidable.

RELIGIOUS EDUCATION

Born of the Spirit: You Shall Be My Witnesses

UNIT 2: I LOVE YOU WITH AN EVERLASTING LOVE

Theme 4: *Created in the Image of God*, p.35

- Learn how other people affect our actions and the world around them.

AIDS: A CATHOLIC EDUCATIONAL APPROACH TO HIV

LESSON 20: CHRISTIAN RESPONSE, p.79

- Demonstrate an appreciation of God's unconditional love and relate that understanding

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| | <p>to their own treatment of persons with AIDS and other serious illnesses.</p> <p style="text-align: center;">SCRIPTURE</p> <p><i>“Do not let any unwholesome talk come out of your mouths, but only what is helpful for building others up according to their needs, that it may benefit those who listen.”</i> (Ephesians 4:29)</p> <p style="text-align: center;">VIRTUES</p> <p style="text-align: center;">Prudence, Love, Temperance</p> <p style="text-align: center;">CATHOLIC SOCIAL TEACHINGS</p> <p style="text-align: center;">Call to Family, Community, and Participation, Solidarity</p> <p style="text-align: center;">ANCHOR CONCEPTS</p> <p style="text-align: center;">Interdependence, Solidarity</p> <p style="text-align: center;">CATHOLIC THEMES</p> <p style="text-align: center;">Dignity of the Human Person</p> <p style="text-align: center;">CATHOLIC GRADUATE EXPECTATIONS</p> <p>An Effective Communicator who: CGE2c: Presents information and ideas clearly and honestly and with sensitivity to others.</p> <p>A Collaborative Contributor who: CGE5e: Respects the rights, responsibilities and contributions of self and others.</p> <p>A Caring Family Member who: CGE6c: Values and honours the important role of the family in society.</p> |
| <p style="text-align: center;">CRITICAL AND CREATIVE THINKING SKILLS (CT)</p> <p>The ability to think critically and creatively will help students make healthier choices in all aspects of their lives. The health and physical education program gives students many opportunities to develop higher order thinking skills, to explore without fear of making mistakes, and to learn from their mistakes. Students will be able to apply these skills in many ways – to solving problems, resolving conflicts, making decisions, and setting goals.</p> | <p style="text-align: center;">FULLY ALIVE AS IT LINKS TO CRITICAL AND CREATIVE THINKING SKILLS (CT)</p> <p>GROWING IN COMMITMENT (Theme 4) To live in a way that is fully human is a life-long challenge that begins in childhood. Growth toward maturity, toward wholeness, is never a straight path. In the process of learning to make wise decisions about our lives, mistakes are made, often because of lack of reflection or limited life experiences. There are also times when we are unwilling to pay the price demanded by our Christian values.</p> |

By helping students achieve personal goals and aspirations, these skills contribute to a sense of “becoming” – a sense of personal growth.

In a variety of situations, students will learn to use their critical thinking skills to develop a plan and, within that context, to generate and organize information and ideas, then focus and clarify those ideas. They will learn and practise using a process to analyse, synthesize, and evaluate ideas and information. When they have arrived at a decision, goal, or solution, they will have opportunities to present the information in a variety of ways. Finally, students will learn to reflect on and evaluate the entire process, thinking about what went well, what could have been done differently, and what should be done next. (H&PE, p.21)

We are created free, but this freedom is best expressed as a freedom *for*, rather than a freedom *from*. We are free so that we can become the people God intends us to be. We are free so that we can follow the example of Christ who is the model of all that is fully human. This freedom to choose and decide is exercised over the course of a lifetime — when there are difficult choices to be made, unexpected consequences to be accepted, significant decisions to think about, and daily responsibilities to be fulfilled. Life makes demands, and as we grow up, we become more aware of these demands and the importance of our response.

With the approach of adolescence, decisions become increasingly complex. Parents and teachers can provide guidance and encouragement. They can limit choices, make rules, and apply consequences when responsibilities are neglected. They can serve as models of commitment whose lives reflect Gospel values and the witness of the Church. But within the world of home, school, and community, it is essential for students to begin to recognize their responsibility for their lives as sons and daughters, students, classroom members, and friends.

As in Theme One, in which the students are encouraged to recognize the contribution they can make to the lives of others, in Theme Four they are invited to see themselves as agents in the process of their growth toward commitment and maturity.

Grade 6 – Theme Four focuses on:

- Exploring the meaning of commitment and how we learn to be committed persons.
- Examining the qualities and accomplishments of people, both famous and unrecognized, who are models of commitment.
- Exploring commitments in the students’ lives and reflecting on the rewards and difficulties of becoming a committed person. (*Fully Alive*, p.167)

**CRITICAL AND CREATIVE THINKING SKILLS (CT)
SPECIFIC EXPECTATIONS:**

1.5 use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education. (e.g., **Active Living:** describe the steps that should be taken when responding to minor injuries; **Movement Competence:** plan a variety of offensive and defensive tactics that could be used in different situations in striking/fielding games; **Healthy Living:** describe what can be done to challenge stereotypes and assumptions, and to encourage respect for and acceptance of differences and inclusion of all people in social activities)

FULLY ALIVE AND OTHER CATHOLIC EDUCATION RESOURCES AS THEY LINK TO CRITICAL AND CREATIVE THINKING SKILLS (CT)

FULLY ALIVE

THEME 1: CREATED AND LOVED BY GOD

Topic 4: *Life Givers in Action*, p.21

- Respond to a story about an incident of bullying.
- Recognize the harm caused by bullying and the need to seek adult help for serious problems.

Topic 4: *Communicating with Family and Friends*, p.97

- Identify and describe common communication problems.
- Recognize and appreciate the value of honest communication with family members and friends.

THEME 5: LIVING IN THE WORLD

Topic 1: *We Are Social Beings*, p.102

- Analyse the human capacity to influence and be influenced.
- Appreciate the need to be aware of influences on themselves and of their capacity to influence others.

Topic 2: *Values and Virtues*, p.197

- Explain the meaning of values and virtues.
- Describe some of the ways television, advertising, and stereotypes influence values.

Topic 6: *Stress in Friendship*, p.108

- Identify and analyse stressful friendship situations.
- Recognize that some stress in friendship is unavoidable.

RELIGIOUS EDUCATION

Born of the Spirit: You Shall Be My Witnesses

UNIT 7: WHAT YOU DO TO THE LEAST OF MY BROTHERS AND SISTERS, YOU DO TO ME

Theme 19: *When You Pray*, p.116

- To introduce Lent as a time of prayer, fasting and almsgiving.
- To explore God's graciousness in the parable of the Prodigal Son.

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| | <p>Theme 20: <i>When You Fast</i>, p.122</p> <ul style="list-style-type: none"> • To explore and appreciate the Lenten discipline of fasting. • To see Lent as a time of covenant renewal. <p>Theme 21: <i>When You Give Alms</i>, p.126</p> <ul style="list-style-type: none"> • To introduce the corporal works of mercy. • To recognize Jesus in the poor. |
| <p style="text-align: center;">A. ACTIVE LIVING</p> <p>The Active Living strand helps students develop the skills and knowledge needed to participate regularly and safely in physical activity, while enjoying being physically active and learning how to develop and enhance their own personal fitness. Learning through physical activity helps to enhance students’ physical literacy. Daily physical activity (DPA) is one important component of this strand. Participating in daily moderate to vigorous physical activity helps to build a habit of activity that becomes a part of each student’s routine and way of life. (H&PE, p.21)</p> <p>OVERALL EXPECTATIONS:</p> <p>By the end of Grade 6, students will:</p> <p>A1. participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of factors that encourage lifelong participation in physical activity;</p> <p>A2. demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living;</p> <p>A3. demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.</p> | <p style="text-align: center;">FULLY ALIVE AS IT LINKS TO ACTIVE LIVING</p> <p>The call to be active in the world calls us to cultivate the awareness of the richness and potential of human activity in the world and of the interdependence of all people in the human family. With this awareness, an attitude of Christian care and personal involvement in the world can be nurtured and developed.</p> <p>The Catholic anchor concept of interdependence celebrates the giftedness of the individual person or community in relationship with others for the good of the greater whole. Interdependence thus affirms both autonomy and interrelatedness. Interdependence recognizes that we benefit as individuals and as a collective from the diverse talents and gifts of our neighbours.</p> <p>“...sport has brought you together from different countries in a common interest and shared goals. Your passion for sport is a building block of human solidarity, friendship and goodwill among peoples. May your physical exertions be a part of your quest for the higher values which build character and give you dignity and a sense of achievement, in your own eyes and in the eyes of others. In Christian terms, life itself is a contest and a striving for goodness and holiness.” (Pope John Paul II, <i>Jubilee of Sports People</i>, October 2000)</p> |
| <p>ACTIVE LIVING SPECIFIC EXPECTATIONS:</p> <p>A1. ACTIVE PARTICIPATION</p> <p>A1.1 actively participate in a wide variety of program activities (<i>e.g., lead-up games, recreational activities, fitness activities, dance</i>),</p> | <p style="text-align: center;">FULLY ALIVE AND OTHER CATHOLIC EDUCATION RESOURCES AS THEY LINK TO ACTIVE LIVING</p> <p style="text-align: center;">FULLY ALIVE</p> <p>THEME 4: GROWING IN COMMITMENT Topic 1: <i>Learning About Commitment</i>, p.168</p> |

according to their capabilities, while applying behaviours that enhance their readiness and ability to take part (*e.g., being engaged and moving throughout the activity, using time effectively, being open to new activities, displaying fair play by taking turns and sharing, listening to others, not blaming or taking advantage of others*) [PS, IS]

Teacher prompt: “How can you be like Jesus by ensuring that everyone participates in this activity?”

Student: “We can give everyone a job to do so that everyone in our group gets a turn.”

A1.2 demonstrate an understanding of factors that contribute to their personal enjoyment of being active (*e.g., having the opportunity to participate in activities in various sizes of groups and using various types of equipment, having a choice of activities, being able to take part in activities that are modified to suit their individual needs, being able to participate actively in a game or activity rather than having to sit it out, having a chance to take part in both team games and individual activities, experiencing pleasure in both the physical experiences and the aesthetic aspects of movement*), as they participate in a wide variety of individual and small-group activities and lead-up games. [PS]

A1.3 describe factors that motivate them to participate in physical activity every day, at school and during leisure time, and that influence their choice of activities (*e.g., influence of friends, enthusiasm for the outdoors, a preference for either team or individual activities, encouragement from others, increased time with friends, availability of a program, enjoyment of healthy competition, influence of media role models*) [CT]

- Explain the meaning of commitment.
- Describe some of the ways in which they learn about being a committed person.

Topic 2: Models of Commitment, p.175

- Analyse aspects of the lives of both famous and unrecognized people who are models of commitment.
- Describe the qualities and accomplishments of a person who is a model of commitment.

Topic 3: Your Commitments, p.181

- Describe some of the commitments in their lives.
- Recognize and appreciate that becoming a committed person involves both difficulties and rewards.

RELIGIOUS EDUCATION

Born of the Spirit: You Shall Be My Witnesses

UNIT 3: I SHALL BE YOUR GOD; YOU SHALL BE MY PEOPLE

Theme 7: I Will Make An Everlasting Covenant With You, p.56

- Learn about their commitments and how they are a covenant with others.

UNIT 5: I AM THE WAY, THE TRUTH AND THE LIFE

Theme 14: Let Justice Flow Like Water, p.100

- Discover Models Of Commitments.

UNIT 7: WHAT YOU DO TO THE LEAST OF MY BROTHERS AND SISTERS, YOU DO TO ME

Theme 21: When You Give Alms, p.126

- Discover Models of Commitments.

SCRIPTURE

“Join with others in following my example and take note of those who live according to the pattern we gave you.” (Philippians 3:17)

VIRTUES

Temperance, Fortitude

CATHOLIC SOCIAL TEACHINGS

Human Dignity
Community and the Common Good

A2. PHYSICAL FITNESS

A2.1 Daily physical activity (DPA):

participate in sustained moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to the best of their ability for a minimum of twenty minutes each day (*e.g., hiking, playing lead-up soccer, doing fitness circuits, doing aerobic routines, orienteering; walking to reduce heart rate after activity, holding stretches after running*) [PS]

A2.2 explain how participation in physical activities affects personal health-related fitness (*e.g., muscular strength and endurance activities help tone and strengthen muscles, flexibility activities can help prevent injuries, cardiorespiratory activities can improve the immune system*) [CT]

A2.3 assess their level of health-related fitness (i.e., cardiorespiratory endurance, muscular strength, muscular endurance, flexibility) as they participate in various physical activities (*e.g., comparing how they feel before, during, and after an activity or simple fitness tasks*), and monitor changes in their physical fitness over time (*e.g., comparing their personal results and physical activity participation over a period of time, such as the beginning, middle, and end of the school term*) [PS, CT]

A2.4 develop and implement plans of action based on both their assessments of their health-related components of fitness and their interests, in order to achieve personal fitness goals (*e.g., improving cardiorespiratory fitness by doing activities that increase the heart rate in order to be able to walk or run faster or wheel a specified distance; enhancing flexibility by holding a stretch for a designated amount of time*) [PS, CT]

A3. SAFETY

A3.1 demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity (*e.g.,*

ANCHOR CONCEPTS

Lifestyle

CATHOLIC THEMES

Community and the Common Good, Stewardship

CATHOLIC GRADUATE EXPECTATIONS

A Self-Directed, Responsible, Lifelong Learner who:

CGE4e: Sets appropriate goals and priorities in school, work and personal life.

CGE4h: Participates in leisure and fitness activities for a balanced and healthy lifestyle.

A Collaborative Contributor who:

CGE5f: Exercises Christian leadership in the achievement of individual and group goals.

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| <p><i>demonstrating personal responsibility; checking that equipment is in good working order; wearing an appropriate and properly fitting helmet when taking part in activities such as bike riding, downhill skiing, or skateboarding; helping someone adjust the straps on his/her wheelchair) [PS, IS]</i></p> <p>Teacher prompt: “Rules are created to keep you safe. Your parents make rules and ensure they are followed because they love you and want you to be safe. It is their God given responsibility. When you play sports or participate in fitness activities, you must follow safety rules so that you do not hurt yourself or others. Think of a physical activity that you like and share one safety consideration you need to remember when you are participating in this activity.”</p> <p>Student: “I like to skate on the pond in the winter, so I need to wear a helmet and go with an adult to check the thickness of the ice.”</p> <p>A3.2 describe appropriate methods for treating minor injuries that may occur while participating in physical activity (<i>e.g., applying pressure and ice to reduce swelling, cleaning and bandaging minor cuts, applying pressure to reduce bleeding, treating injuries quickly so they do not become worse</i>) [PS, CT]</p> | |
| <p>B. MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES</p> <p>The Movement Competence strand helps students develop the movement competence needed to participate in physical activities through the development of movement skills and the related application of movement concepts and movement strategies. As students develop their confidence and competence, they will be developing their physical literacy. Students are also introduced to movement principles in developmentally appropriate ways.</p> | <p>FULLY ALIVE AS IT LINKS TO MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES</p> <p>For students one of the great challenges in the development of identity is the mastery of a new repertoire of skills. “Who I am is what I can do”—particularly at school. As teachers, we must consider all of the growing, changing, and learning that the children have already experienced and will experience in the future.</p> <p>We encourage them to look with pride on their</p> |

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| <p>These principles are indicated in the Expectations through examples and teacher prompts that illustrate how skills can be applied at different ages and stages. The students learn kinesthetically in this strand, as in the Active Living strand, and have regular opportunities in every grade to develop and practise their personal movement skills. (H&PE, p.23)</p> <p>OVERALL EXPECTATIONS:</p> <p>By the end of Grade 6, students will:</p> <p>B1. perform movement skills, demonstrating an understanding of the basic requirements of the skills and applying movement concepts as appropriate, as they engage in a variety of physical activities;</p> <p>B2. apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities, in order to enhance their ability to participate successfully in those activities.</p> | <p>accomplishments. Since students develop at different rates and have a variety of gifts, it is important to accept and affirm each person’s unique pattern of growth.</p> <p>At the same time, we encourage students to see their future learning as exciting and challenging. Acquiring skills and developing talents invariably involves hard work, mistakes, and occasional failures. For learning, mistakes can be as important as successes. The self-esteem and confidence of each student are also crucial for future learning. Students must not lose their courage for growth.</p> <p>It is important for the students to understand that they are much more than what they have learned to do. Just as they learn new skills, they also learn to grow in spirit of kindness, generosity and helpfulness.</p> <p>“Sport, properly directed, develops character, makes a person courageous, a generous loser, and a gracious victor; it refines the senses, gives intellectual penetration, and steals the will to endurance. It is not merely a physical development then. Sport, rightly understood, is an occupation of the whole person and while perfecting the body as an instrument of the mind, it also makes the mind itself a more refined instrument for the search and communication of truth and helps the person to achieve that end to which all others must be subservient, the service and praise of the Creator.” (Pope Pius XII, Sport at the First Service of the Spirit, July 29, 1945)</p> |
| <p>MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES SPECIFIC EXPECTATIONS:</p> <p>B1. MOVEMENT SKILLS AND CONCEPTS</p> <p>B1.1 perform smooth transfers of weight in relation to others and equipment in a variety of situations involving static and dynamic balance (<i>e.g., shift weight smoothly during hip hop dancing; perform twists and balances on a stability ball; with a partner, use resistance [pushing] and counter-tension [pulling] by shifting and adjusting their weight and position</i>)</p> | <p>FULLY ALIVE AND OTHER CATHOLIC EDUCATION RESOURCES AS THEY LINK TO MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES</p> <p>FULLY ALIVE</p> <p>THEME 2: LIVING IN RELATIONSHIP</p> <p>Topic 4: <i>Communicating with Family and Friends</i>, p.97</p> <ul style="list-style-type: none"> • Identify and describe common communication problems. • Recognize and appreciate the value of honest communication with family members and friends. |

to create a stable partner balance; move smoothly from a downward dog pose in yoga to a standing pose) [PS, IS]

B1.2 perform a wide variety of locomotor movements, in combination, at different speeds, in different directions, and using different pathways, while moving around others and/or equipment (e.g., wheel their wheelchair around objects and at different speeds in a fitness circuit; create a developmental gymnastics sequence with a partner that uses a range of movements and shows changes in speed, level, and formation) [PS, IS]

B1.3 send and receive a variety of objects (e.g., rubber chickens, rings, beanbags, soft foam balls, discs, tennis balls, utility balls), adjusting for speed and distance, while applying basic principles of movement (e.g., use different amounts of force to send an object to a teammate, depending on relative positions and type of object being thrown, batted, or kicked; send an object through a hoop, into a bucket, to a target on a wall, to a specific spot on the other side of a net, to a partner; bend knees, keeping arms out and head up in a ready position to prepare to receive an object; use the body to absorb an object that is sent with greater force; follow through in the direction of the target to improve aim and accuracy) [PS, IS]

B1.4 retain objects in a variety of situations while travelling in different pathways and at different speeds in relation to others and equipment (e.g., run to catch a football, then carry it in a “down and out” pattern that first goes down the field, then turns abruptly right or left; stickhandle a felt disc slowly and then quickly while keeping their head up) [PS, IS]

B2. MOVEMENT STRATEGIES

B2.1 demonstrate an understanding of the basic components of physical activities (e.g., movement skills, game structures, basic rules

Topic 5: The Growth of Friendship, p.102

- Identify changes in friendship as people develop.
- Recognize and appreciate the value of true friendship.

Topic 6: Stress in Friendship, p.108

- Identify and analyse stressful friendship situations.
- Recognize that some stress in friendship is unavoidable.

RELIGIOUS EDUCATION

Born of the Spirit: You Shall Be My Witnesses

UNIT 6: LOVE YOUR ENEMIES

Theme 16: But I Say To You, p.106

- Recognize Jesus’ moral teachings and reflect on their relevance in their own lives.
- Apply the Beatitudes in their day to day dealings with others.

SCRIPTURE

“Do you not know that you are God’s temple and that God’s spirit dwells in you? If anyone destroys God’s temple, God will destroy that person. For God’s temple is holy, and you are that temple.” (1Corinthians 3:16-17)

VIRTUES

Prudence, Justice, Temperance

CATHOLIC SOCIAL TEACHINGS

Citizenship, Community and the Common Good, Dignity of the Human Person

ANCHOR CONCEPTS

Community, Lifestyle, Family

CATHOLIC GRADUATE EXPECTATIONS

A Discerning Believer Formed in the Catholic Faith Community who:

CGE1d: Develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good.

A Collaborative Contributor who:

CGE5a: Works effectively as an interdependent team member.

CGE5e: Respects the rights, responsibilities and

and guidelines, conventions of fair play and etiquette), and apply this understanding as they participate in a variety of physical activities (e.g., lead-up games such as four-on-four rubber-chicken keep-away, basketball shooting games, and two-base softball; recreational activities such as mini-triathlons, hiking, skipping rope, and cooperative games; fitness activities such as t'ai chi, activities with exercise bands and exercise balls, and personal fitness challenges; dance activities such as cultural dance, jazz, and creative movement) [IS, CT]

B2.2 describe common features of specific categories of physical activities (*e.g., individual, target, net/wall, striking/fielding, territory*), and describe strategies that they found effective while participating in a variety of physical activities in different categories [CT]

B2.3 apply a variety of tactical solutions to increase their chances of success as they participate in physical activities (*e.g., individual activities: find a comfortable pace when running, wheeling a wheelchair, or speed-walking; work with a partner to develop different ways of using an exercise ball to improve core strength; target activities: in a game like bocce, hit opponents' balls out of the way in order to make space for their own ball closer to the target; net/wall activities: assume a position of readiness to move to receive an object; practise sending the ball to specific parts of the opposite court; striking/fielding activities: throw the ball promptly to teammates after retrieving it to stop opponents from scoring; territory activities: defend territory by anticipating an opponent's actions; bounce a utility ball at different heights to keep it from an opponent in a keep-away game; throw a disc to a stationary partner, then move down the field to receive a return pass*) [IS, CT]

contributions of self and others.

C. HEALTHY LIVING

With *The Ontario Curriculum, Grades 1-8: Health and Physical Education, Interim Edition, 2010 (revised)*, schools will continue to teach “Growth and Development” as outlined in the 1998 curriculum instead of the Human Development and Sexual Health expectations. *The Ontario Curriculum, Grades 1-8: Health and Physical Education, Interim Edition, 2010 (revised)*, has the Human Development and Sexual Health expectations removed and the Growth and Development expectations as outlined in the 1998 curriculum inserted for each grade.

The Healthy Living strand helps students develop an understanding of the factors that contribute to healthy development, a sense of personal responsibility for lifelong health, and a respect for their own health in relation to others and the world around them. Students will develop health literacy as they acquire the knowledge and skills they need to develop, maintain, and enjoy healthy lifestyles as well as to solve problems, make decisions, and set goals that are directly related to their personal health and well-being. Learning how to establish, monitor, and maintain healthy relationships is a key part of this strand. (H&PE, p.29)

OVERALL EXPECTATIONS:

By the end of Grade 6, students will:

- C1.** demonstrate an understanding of factors that contribute to healthy development;
- C2.** demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;
- C3.** demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others’

FULLY ALIVE AS IT LINKS TO HEALTHY LIVING

Healthy Living is linked to *Fully Alive* Theme Three. It builds on the previous themes, and continues to explore the question of what it means to be human.

Each person is precious; each is made in the image and likeness of God. Created out of love, our true meaning is found in love, in living our lives in relationship with others. We are spouses, family members, friends, neighbours, members of communities, and participants in human society.

Fully Alive creates opportunities for discussions on topics such as personal health and well-being, healthy eating, anti-bullying, substance use and sexual abuse. What *Fully Alive* provides, which is essential to programs that deal with actions that are exploitive and harmful, is the foundation on which they must be built: respect for self and others as beloved children of God; the development of authentic relationships within the family and with peers; and growth in understanding of the gift of sexuality as an expression of life and love. (*Fully Alive*, p.17)

Grade 6 – Theme Three focuses on:

- Exploring some of the ways in which we learn about sexuality and develop our ideas about what it means to be male or female.
- Reviewing the main features of adult female and male fertility.
- Learning about the first minutes and days of a new human life, the development of the new life during each trimester of a pregnancy, and the baby’s birth.
- Discussing some physical, emotional, and social changes related to puberty.
- Examining how both heredity and environment influence our development as persons, and learning about the choices we can make as we develop. (*Fully Alive*, p.123)

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| <p>health and well-being.</p> | |
| <p>HEALTHY LIVING SPECIFIC EXPECTATIONS:</p> <p>C1. UNDERSTANDING HEALTH CONCEPTS Substance Use, Addictions, and Related Behaviours</p> <p>C1.1 describe the range of effects associated with using cannabis and other illicit drugs (<i>e.g., crack, cocaine, Ecstasy, crystal methamphetamine</i>) and intoxicating substances (<i>e.g., gas, glue, prescription medications</i>)</p> <p>C1.2 identify people and community resources (<i>e.g., elders, family members, community agencies, churches, mosques, synagogues, public health units, telephone help lines, recreation facilities</i>) that can provide support when dealing with choices or situations involving substance use and addictive behaviours</p> <p>Teacher prompt: “Communication is an important key to good relationships. Who are the people in your life that you would turn to when you are feeling pressured to do something that goes against your beliefs?”</p> <p>Student: “I would probably talk to another friend first, and if he/she couldn’t help me, then I would talk to an adult that I can trust, like a parent or a teacher.”</p> <p>C2.MAKING HEALTHY CHOICES Healthy Eating</p> <p>C2.1 apply their knowledge of medical, emotional, practical, and societal factors that influence eating habits and food choices (<i>e.g., allergies and sensitivities, likes and dislikes, dental health, food availability, media influences, cultural influences, influence of family and friends, school food and beverage policies, environmental impact, cost</i>) to develop personal guidelines for healthier eating [CT]</p> | <p>FULLY ALIVE AND OTHER CATHOLIC EDUCATION RESOURCES AS THEY LINK TO HEALTHY LIVING</p> <p>FULLY ALIVE</p> <p>THEME 3: CREATED SEXUAL: MALE AND FEMALE</p> <p>Topic 5: <i>Many Changes</i>, p.76</p> <ul style="list-style-type: none"> Describe some of the physical, emotional, and social changes related to puberty. Recognize that the maturation of the reproductive system has an impact on all aspects of their development as persons. <p>Topic 6: <i>Looking Back Looking Ahead</i>, p.158</p> <ul style="list-style-type: none"> Identify some of the ways in which heredity and environment influence identity and development. Describe some of the choices they can make as they continue to develop. <p>THEME 4: GROWING IN COMMITMENT</p> <p>Topic 1: <i>Learning About Commitment</i>, p.88</p> <ul style="list-style-type: none"> Explain the meaning of commitment. Describe some of the ways in which they learn about being a committed person. <p>Topic 3: <i>Your Commitments</i>, p.97</p> <ul style="list-style-type: none"> Describe some of the commitments in their lives. Recognize and appreciate that becoming a committed person involves both difficulties and rewards. <p>THEME 5: LIVING IN THE WORLD</p> <p>Topic 1: <i>We are Social Beings</i>, p.102</p> <ul style="list-style-type: none"> Analyse the human capacity to influence and be influenced. Appreciate the need to be aware of influences on themselves and of their capacity to influence others. <p>Topic 2: <i>Values and Virtues</i>, p.106</p> <ul style="list-style-type: none"> Explain the meaning of values and virtues. Describe some of the ways television, advertising, and stereotypes influence values. |

Teacher prompt: “God wants us to be the very best that we can be in every aspect of our life. Who are some models of commitment in your life that demonstrate healthy eating habits? What food choices do they make and why?”

Student: “My mom says it’s healthier to have ice cream once a week, instead of everyday like we were doing.”

C2.2 apply their recognition of internal hunger and thirst cues and their knowledge of physical factors that influence the desire to eat and drink (*e.g., stage of development, growth spurts, level of physical activity, eating larger portions*) to develop personal guidelines for healthier eating [PS]

Personal Safety and Injury Prevention

C2.3 apply personal skills and interpersonal skills (*e.g., self-awareness and self-management skills, including anger management; communication skills, including listening skills and assertiveness skills*) to promote positive interaction and avoid or manage conflict in social situations (*e.g., classroom groups, groups of friends, sports teams, school clubs*) [PS, IS]

Teacher prompt: “Not all relationship problems have easy solutions. What can you do to avoid stress when working in groups?”

Student: “Everyone needs to listen to, and respect each other’s ideas so no one’s feelings get hurt. We could then share our ideas, and come up with a plan from there.”

Substance Use, Addictions, and Related Behaviours

C2.4 use decision-making strategies and skills and an understanding of factors influencing drug use (*e.g., personal values, peer pressure, media influences, curiosity, legal restrictions, cultural teachings*) to make safe personal

RELIGIOUS EDUCATION

Born of the Spirit: You Shall Be My Witnesses
UNIT 10: YOU SHALL BE MY WITNESSES
Theme 29: *Then They Told What Had Happened on the Road*, p.168

- Explore their lives as witnesses and saints.

AIDS: A CATHOLIC EDUCATIONAL APPROACH TO HIV

LESSON 21: CHRISTIAN RESPONSE; TRANSMISSION AND PREVENTION, p.80

- Understand and appreciate the importance of loving unselfishly and responsibly.
- Understand and appreciate the meaning and purpose that sexual activity and intercourse have within a marriage commitment.
- Identify four ways the AIDS virus (HIV) is transmitted and prevented.

LESSON 22: TRANSMISSION AND PREVENTION, p.86

- Suggest ways to deal with peer pressure.
- Explain basic safety precautions related to emergency procedures.
- Discuss Christian response and health hazards related to any experimentation with sex or drugs.

SCRIPTURE

“...male and female he created them.” (Genesis 1:27)

VIRTUES

Temperance, Prudence

CATHOLIC SOCIAL TEACHINGS

Life and Dignity of the Human Person
Call to the Family, Community and Participation
Rights and Responsibilities

ANCHOR CONCEPTS

Family, Lifestyle

CATHOLIC THEMES

Intimacy and Sexuality, Interdependence

choices about the use of drugs such as alcohol, tobacco, and cannabis [CT]

Teacher prompt: “We are to live and act as people who are created and loved by God. What can you do to remember that idea when you are being pressured by your friends to use drugs or alcohol?”

Student: “I have to remember my values, and be strong, even though it won’t be easy. Hanging out with friends that don’t do drugs and think the same way that I do will be easier.”

C3. MAKING CONNECTIONS FOR HEALTHY LIVING

Healthy Eating

C3.1 explain how healthy eating and active living work together to improve a person’s general health and well-being (*e.g., both provide more energy and contribute to improved self-concept, greater resistance to disease, and better overall health; both help a person to maintain a weight that is healthy for them*) and how the benefits of both can be promoted to others [CT]

Teacher prompt: “Recognizing that your body is a gift from God, what can you do to meet the challenge of developing a healthy and active way of living?”

Student: “I can try to make food choices that are healthy for me. I need to choose foods that are good for my growing body more often, over foods that are not good for me. I also need to be involved in physical activities that I enjoy, and can do them with my friends to keep me motivated.”

Personal Safety and Injury Prevention

C3.2 recognize the responsibilities and risks associated with caring for themselves and others (*e.g., while babysitting, staying home alone, caring for pets, volunteering in the*

CATHOLIC GRADUATE EXPECTATIONS

An Effective Communicator who:

CGE2e: Uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

A Reflective, Creative and Holistic Thinker who:

CGE3d: Makes decisions in light of gospel values with an informed moral conscience.

A Caring Family Member who:

CGE6b: Recognizes human intimacy and sexuality as God given gifts, to be used as the Creator intended.

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| <p><i>community, assisting someone with a disability, preparing meals, travelling to and from school and other locations), and demonstrate an understanding of related safety practices and appropriate procedures for responding to dangerous situations (e.g., safe practices for preparing food; responses to allergic reactions, fire, sports injuries, dental emergencies, hypothermia, bullying) [PS, IS]</i></p> | |
| <p>GROWTH AND DEVELOPMENT (1998) OVERALL EXPECTATION:</p> <p>By the end of Grade 6, students will:</p> <ul style="list-style-type: none"> Identify the major parts of the reproductive system and their functions and relate them to puberty. | <p>THEME 3: CREATED SEXUAL: MALE AND FEMALE</p> <p>To be human is to be sexual. Sexuality, expressed in our maleness and femaleness, is an essential component of personhood. For this reason, education in sexuality is education of the whole person. Theme Three, therefore, must be approached within the context of the previous themes on the value of persons and of human relationships and that of the themes that follow on commitment and social responsibility. Without this context, it is only too easy to reduce sexuality to the reproductive system and its functioning.</p> <p>As the students approach the life stage of adolescence, they bring with them a variety of ideas about sexuality. First, there is the information they have been given at home and at school. They have learned that males and females are physically different, and that these differences are related to our potential for motherhood and fatherhood. Within the relationship of marriage, sexual intercourse between husband and wife expresses a love that is truly life-giving both spiritually and physically. Parents share in God’s creative power, and the children of their marriage are a special sign of their love. The students have learned that new human life begins with conception, and they have traced its development from a single cell created by the union of sperm and ovum to the birth of a baby.</p> <p>Beyond this information about sexuality, students of this age also bring with them their attitudes, which are shaped by the home, the school, and the wider society, in particular, by the media. Sexuality is deeply relational, and in homes where parents co-operate,</p> |

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| | <p>appreciate the work that each does for the family, and show their affection and respect for each other and for their children, positive attitudes about the complementarity of males and females are developed. At school, the students have been taught that sexuality is one of the marvellous gifts of creation, and they have been encouraged to take pride in being males and females. The Catholic understanding of marriage and family, with its stress on commitment and generosity, has also been explored.</p> <p>These have been positive influences on students, influences that lead to attitudes about sexuality that are fully human. But there are other influences in our society that degrade sexuality, making us less than we are intended to be. The media often both reflect and create an understanding of sexuality that is less than human. Its relational dimensions appear casual, uncommitted, and frequently exploitive, and its procreational dimensions are either ignored or rejected. All students, to a greater or lesser extent, are exposed to and influenced by this distorted image of sexuality. Theme Three provides an opportunity for them to examine the messages they are receiving, and for teachers to begin speaking about the importance of modesty and chastity. As in the earlier grades, students are encouraged to deepen their understanding of the life-giving and loving dimensions of human sexuality, and, as they get older and enter the later grades, to grow in their personal commitment to chastity. (<i>Fully Alive</i>, Grade 6, p.119-120)</p> |
| <p>SPECIFIC EXPECTATIONS (1998):</p> <p>By the end of Grade 6, students will:</p> <ul style="list-style-type: none"> • Relate the changes at puberty to the reproductive organs and their functions; • Apply a problem-solving/decision-making process to address issues related to friends, peers, and family relationships. | <p style="text-align: center;">FULLY ALIVE AND OTHER CATHOLIC EDUCATION RESOURCES AS THEY LINK TO GROWTH AND DEVELOPMENT (1998)</p> <p style="text-align: center;">FULLY ALIVE</p> <p>THEME 3: CREATED SEXUAL: MALE AND FEMALE</p> <p>Topic 1: <i>Learning About Sexuality</i>, p.125</p> <ul style="list-style-type: none"> • Identify some of the ways in which they have learned about sexuality. • Recognize and appreciate the gift of sexuality. <p>Topic 2: <i>Love and Life</i>, p.135</p> <ul style="list-style-type: none"> • Describe the main features of adult female and male fertility. |

- Recognize and appreciate the life-giving and loving nature of human sexuality.

Topic 5: *Many Changes*, p.152

- Describe some of the physical, emotional, and social changes related to puberty.
- Recognize that the maturation of the reproductive system has an impact on all aspects of their development as persons.

Topic 6: *Looking Back, Looking Ahead*, p.158

- Identify some of the ways in which heredity and environment influence identity and development.
- Describe some of the choices they can make as they continue to develop.

SCRIPTURE

“...male and female he created them.” (Genesis 1:27)

VIRTUES

Temperance, Prudence

CATHOLIC SOCIAL TEACHINGS

Life and Dignity of the Human Person
Call to the Family, Community and Participation
Rights and Responsibilities

ANCHOR CONCEPTS

Family, Lifestyle

CATHOLIC THEMES

Intimacy and Sexuality, Interdependence

CATHOLIC GRADUATE EXPECTATIONS

An Effective Communicator who:

CGE2e: Uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

A Reflective, Creative and Holistic Thinker who:

CGE3d: Makes decisions in light of gospel values with an informed moral conscience.

A Caring Family Member who:

CGE6b: Recognizes human intimacy and sexuality as God given gifts, to be used as the Creator intended.

Grade 7

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| MINISTRY OF EDUCATION | INSTITUTE FOR CATHOLIC EDUCATION |
| STRANDS AND LIVING SKILLS IN THE REVISED INTERIM HEALTH AND PHYSICAL EDUCATION CURRICULUM | CURRICULUM LINKS IN FULLY ALIVE AND OTHER CURRICULUM SUPPORT FOR CATHOLIC SCHOOLS |
| <p style="text-align: center;">LIVING SKILLS</p> <p>The living skill expectations identify learning that helps students develop a positive sense of self, develop and maintain healthy relationships, and use critical and creative thinking processes as they set goals, make decisions, and solve problems. Living skills are an important aspect of students’ overall healthy development, and their application is essential to the achievement of many of the expectations in the Active Living, Movement Competence, and Healthy Living strands. Living skills cannot be taught effectively in isolation; they must be taught and evaluated in conjunction with learning related to all strands of the curriculum, in order to make the learning personally relevant for students. As they develop and apply their living skills, students will build resilience. They will learn to make choices that protect their safety and health and enable them to become independent thinkers and responsible adults who are capable of developing strong relationships and who are committed to lifelong healthy, active living. (H&PE, p.19)</p> <p>OVERALL EXPECTATIONS:</p> <p>By the end of Grade 7, students will:</p> <p>1. demonstrate personal and interpersonal skills and the use of critical and creative thinking processes as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and</p> | <p style="text-align: center;">FULLY ALIVE AS IT LINKS TO LIVING SKILLS</p> <p>Pope John Paul II described in a few words what our Family Life Program wants to assist parents in doing: <i>Remote preparation [for marriage or celibate life] begins in early childhood, in that wise family training which leads children to discover themselves as being endowed with a rich and complex psychology and with a particular personality with its own strengths and weaknesses. It is the period when esteem for authentic human values is instilled, both in interpersonal and social relationships, with all that this signifies for the formation of character, for the control and right use of one’s inclinations, for the manner of regarding and meeting people of the opposite sex, and so on. Also necessary, especially for Christians, is solid spiritual and catechetical formation ...</i> (The Role of the Christian Family in the Modern World, 66)</p> <p><i>Fully Alive</i>, along with the catechetical program, is intended to help our children to understand the dignity of their calling in Christ. Together parents and teachers become partners in giving children the vision of God, which is revealed in Christ Jesus, the Word made flesh, to the greater glory of God. (Archbishop Gervais, Ottawa)</p> <p>“The glory of God is man and woman fully alive, but life for them consists in seeing God revealed in his Word.” (St. Irenaeus, <i>Against Heresies</i>, IV. 20. 7)</p> <p>At its heart, the goal of <i>Fully Alive</i> is to complement the efforts of parents in setting their children on the path to becoming fully human. This goal is also that of what is often described as character education. The qualities, or virtues, that <i>Fully Alive</i> encourages</p> |

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| <p>Healthy Living strands for this grade.</p> | <p>include: reverence, respect for self, respect for others, responsibility, initiative, kindness, gratitude, perseverance, honesty, integrity, chastity, justice, courage, empathy, and hope.</p> |
| <p style="text-align: center;">PERSONAL SKILLS (PS)</p> <p>Personal skills help students understand themselves better and equip them to deal with life’s challenges. The health and physical education program provides students with many opportunities to develop these skills as they discover and develop new physical capabilities and acquire knowledge and explore ideas that have deep personal relevance.</p> <p>Through the development of self-awareness and self-monitoring skills, students build a sense of “being”. They learn to understand their capabilities and strengths and to take responsibility for their learning and their actions.</p> <p>Through the acquisition of adaptive, coping, and management skills, students develop their capacity to respond to difficulties and to develop greater control over their lives. All of these skills build resilience – the ability to protect and maintain one’s mental health and emotional well-being while responding to the stresses and challenges of life.</p> <p>Learning personal skills helps to develop an understanding of the factors that contribute to resilience and a positive self-concept. It also includes learning about the importance of a positive disposition and a forward-thinking outlook. Although students are not evaluated on their disposition and outlook, they are taught to be aware of and to manage their feelings.</p> <p>Learning the power of a positive attitude, learning to make connections between feelings and actions or between their personal strengths and the activities that they choose to do, for example, and developing the skills to respond</p> | <p style="text-align: center;">FULLY ALIVE AS IT LINKS TO PERSONAL SKILLS (PS)</p> <p>CREATED AND LOVED BY GOD (Theme 1) What is the meaning of our human existence? Why are human relationships so rewarding, yet all too frequently so painful? How can the powerful gift of sexuality be expressed in a way that is fully human? What wisdom can adults offer children, especially as they approach adolescence, that will help them weather the ups and downs of daily life and the challenges that we all face in our lives. These are the fundamental questions that <i>Fully Alive</i> explores.</p> <p>The opening theme, “Created and Loved by God,” provides a structure within which these questions can be considered. Theme One is the foundation of <i>Fully Alive</i>, and affirms the Christian belief that each person is made in the image of a loving God as the starting point in the search for answers about human existence. Everything that is said in later themes about living in a family, learning to be a friend, the dignity of the body, commitment, and participation in human society is informed and inspired by the message of Theme One.</p> <p>Grade 7 – Theme One focuses on:</p> <ul style="list-style-type: none"> • Exploring what it means to be a person who is made in God’s image. • Examining self-concept, personality traits, and human emotions. • Learning more about the influence of heredity and environment on individuals. • Exploring some of the strengths and limitations that are part of each person and discussing the importance of self-honesty and self-discipline. • Considering the virtue of patience and its relevance to the task of growing up. (<i>Fully Alive</i>, p.38) |

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| <p>to challenges and changes are all part of developing personal skills. (H&PE, p.20-21)</p> | |
| <p>PERSONAL SKILLS (PS) SPECIFIC EXPECTATIONS:</p> <p>1.1 use self-awareness and self-monitoring skills to help them understand their strengths and needs, take responsibility for their actions, recognize sources of stress, and monitor their own progress, as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., Active Living: describe the role models that may have influenced some of their choices with respect to physical activity; consider what effect their family and their cultural background have had on the way they think about participation in physical activity or on the activities they choose; Movement Competence: take responsibility for improving a skill by breaking it down, getting feedback on the way they perform each part, and working on parts that need improvement; Healthy Living: describe ways in which they can monitor and stay aware of their own physical, emotional, and psychological health)</p> <p>1.2 use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., Active Living: use organizational and time-management skills to find a balance when planning time to be active every day, to complete homework, and to spend time with family and friends; Movement Competence: demonstrate how to refine movements by adjusting body position during the preparation, execution, and follow-through stages of an action; Healthy Living: describe how to access different sources of support when dealing with issues connected to substance use or mental health)</p> | <p>FULLY ALIVE AND OTHER CATHOLIC EDUCATION RESOURCES AS THEY LINK TO PERSONAL SKILLS (PS)</p> <p>FULLY ALIVE</p> <p>THEME 1: CREATED AND LOVED BY GOD Topic 1: <i>Who Am I?</i>, p.41</p> <ul style="list-style-type: none"> • Explain the difference between self-concept and self-esteem. <p>Topic 2: <i>Personality</i>, p.50</p> <ul style="list-style-type: none"> • Describe some dimensions of personality. <p>Topic 4: <i>Heredity and Environment</i>, p.66</p> <ul style="list-style-type: none"> • Describe some inherited and environmental influences on people. <p>THEME 2: LIVING IN RELATIONSHIP Topic 2: <i>Relationships and Communication</i>, p.93</p> <ul style="list-style-type: none"> • Analyse some guidelines for open and respectful communication with family members and friends. <p>THEME 3: CREATED SEXUAL: MALE AND FEMALE Topic 1: <i>Understanding Sexuality</i>, p.141</p> <ul style="list-style-type: none"> • Recognize and appreciate that both males and females are unique persons with a wide range of interests, talents and personalities. <p>Topic 2: <i>The Human Body</i>, p.151</p> <ul style="list-style-type: none"> • Recognize and appreciate that concerns about their developing bodies are a normal response to a significant change. <p>Topic 4: <i>Sexual Attraction and Feelings</i>, p.175</p> <ul style="list-style-type: none"> • Recognize and appreciate the need for self-discipline and patience to reach the goal of becoming fully mature males and females. <p>THEME 4: GROWING IN COMMITMENT Topic 2: <i>Decision Makers</i>, p.198</p> <ul style="list-style-type: none"> • Recognize and appreciate that asking for help with a difficult personal issue is a sign of maturity. <p>Topic 3: <i>Committed People</i>, p.206</p> <ul style="list-style-type: none"> • Identify some of their commitments and |

responsibilities.

RELIGIOUS EDUCATION

Believe in Me, Year 7

UNIT 1: I... WE

Theme 1: *Who Am I?*, p.34

- Students use a process of self-examination to name their own gifts, talents, personality traits and goals.
- Students constructively identify those things they wish to improve about themselves.

Theme 2: *Am I Normal?*, p.60

- Students demonstrate a knowledge of many aspects of self – body, mind, emotions, will, ability to relate to others, spirit – and of the need to develop each aspect of these.
- Express ‘normal’ as that which helps them develop their full potential in each aspect of self.

SCRIPTURE

“So God created humankind in his image, in the image of God he created them; male and female he created them.” (Genesis 1:7)

VIRTUES

Faith, Love, Prudence

CATHOLIC SOCIAL TEACHINGS

Dignity of the Human Person

Solidarity

Community and the Common Good

ANCHOR CONCEPTS

Human Dignity, Interdependence, Solidarity,
Community

CATHOLIC THEMES

Faith, Dignity of Work and Service

CATHOLIC GRADUATE EXPECTATIONS

**A Self-Directed, Responsible, Lifelong Learner
who:**

CGE4e: Sets appropriate goals and priorities in school, work and personal life.

CGE4g: Examines and reflects on one’s personal

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| | <p>values, abilities and aspirations influencing life's choices and opportunities.</p> <p>A Collaborative Contributor who: CGE5c: Develops one's God-given potential and makes a meaningful contribution to society.</p> |
| <p style="text-align: center;">INTERPERSONAL SKILLS (IS)</p> <p>As they participate in physical activities and healthy living discussions, students interact with each other in many ways and have numerous opportunities to develop interpersonal skills. These are the relationship and social skills and the verbal and non-verbal communications skills that students need in order to interact positively with others, collaborate effectively in groups, and build healthy relationships. They are critical to interactions in everyday life, and they help students develop a sense of belonging as they learn to find their own place in the world.</p> | <p style="text-align: center;">FULLY ALIVE AS IT LINKS TO INTERPERSONAL SKILLS (IS)</p> <p>LIVING IN RELATIONSHIP (Theme 2) Human existence is lived out with others. We are so deeply social by nature and so profoundly dependent on each other that we absorb our closest relationships into our very identities. We describe ourselves as husbands and wives, mothers and fathers, sons and daughters, sisters and brothers, and friends.</p> <p>In Theme 2, the exploration of the meaning of human existence continues with a focus on the significant relationships of family and friendship. The relational nature of persons reflects our origin. "From the mutual acceptance and love of Father, Son and Spirit comes the creation of the universe" (OCCB, <i>Curriculum Guideline for Family Life Education</i>). The mystery of the Trinity tells us that relationship and community are at the very heart of God. To be an image of God is to be an image of love. God is the supreme model for all relationships. To the extent that we are life-giving in our daily interactions, we are living out the essential vocation of the Christian, which is the vocation to love.</p> <p>Grade 7 – Theme Two focuses on:</p> <ul style="list-style-type: none"> • Exploring three aspects of relationships: intimacy, choice, and quality. • Discussing the importance of communication in our relationships with family members and friends. • Examining the experience of living in a family from the perspective of family structure, the birth order children, and challenges that are part of being a family. • Exploring the relationship of friendship, including what we learn from our friendships, the qualities of healthy relationships, and the challenges that are part of all relationships. (<i>Fully Alive</i>, p.84) |

**INTERPERSONAL SKILLS (IS)
SPECIFIC EXPECTATIONS:**

1.3 communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g., **Active Living:** *clearly communicate refusal to participate in activities that are unsafe, particularly when peer pressure is involved; Movement Competence:* *show readiness to receive a pass in a game by moving into position, making eye contact, and holding a hand out to act as a target; when the other team scores in a game of handball, say something supportive, such as “Good try”, to the goalie; Healthy Living:* *practise effective responses to someone who directs a homophobic or racial slur to them or to another student)*

1.4 apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective team members (e.g., **Active Living:** *make adjustments to activities that will allow all group members to be included and to enjoy participating; Movement Competence:* *work cooperatively with a partner when hitting a badminton shuttle back and forth; Healthy Living:* *explain how appreciating differences can contribute to positive relationship building)*

**FULLY ALIVE AND OTHER CATHOLIC
EDUCATION RESOURCES AS THEY LINK TO
INTERPERSONAL SKILLS (IS)**

FULLY ALIVE

THEME 1: CREATED AND LOVED BY GOD

Topic 1: *Who Am I?*, p.41

- Explain the difference between self-concept and self-esteem.
- Create a short written description of who they are at this point in their lives.

Topic 2: *Personality*, p.50

- Recognize and appreciate that their personalities are still developing.
- Describe some dimensions of personality.

THEME 2: LIVING IN RELATIONSHIP

Topic 2: *Relationships and Communications*, p.93

- Analyse some guidelines for open and respectful communication with family members and friends.
- Create examples of scenes involving family members or friends that follow the guidelines for open and respectful communication.

Topic 3: *Looking at Families*, p.100

- Analyse families from the perspective of structure and of characteristics associated with the birth order.
- Recognize and appreciate that each person’s experience as a family member is unique.

Topic 5: *Looking at Friendship*, p.117

- Analyse friendship from the perspective of the lessons it provides and of the qualities of healthy relationships.
- Recognize and appreciate the contribution of friendship to their own growth as persons.

**THEME 3: CREATED SEXUAL: MALE AND
FEMALE**

Topic 2: *The Human Body*, p.151

- Review the development of primary and secondary sexual characteristics during puberty.
- Recognize and appreciate that concerns about their developing bodies are a normal response to a significant change.

Topic 3: *Stewards of the Body*, p.161

- Explain the value of good nutrition, exercise, adequate sleep, protection of sexual health, and a realistic view of body image during adolescence.
- Recognize and appreciate the challenge of being good stewards of their lives as body/spirit persons.

THEME 5: LIVING IN THE WORLD

Topic 2: *We Gather: Change and Work*, p.225

- Explain the importance of gathering with others to create change and to work together.
- Recognize and appreciate the human need to join with others for a variety of purposes.

Topic 3: *Belonging to the Group*, p.233

- Describe essential responsibilities of membership in groups.
- Recognize and appreciate the need to create groups that respect the uniqueness of persons and are open and welcoming.

RELIGIOUS EDUCATION

Believe in Me, Year 7

UNIT 3: WE BELIEVE IN GOD THE FATHER ALMIGHTY

Theme 1: *Who Loves Me?*, p.110

- Students will reflect upon the meaning of being loved and the variety of ways in which love is demonstrated.

UNIT 4: WE BELIEVE IN GOD THE CREATOR OF HEAVEN AND EARTH

Theme 3: *Why Do I Need You?*, p.168

- Students will explore some of the difficulties they have in accepting and valuing each other as they are.

SCRIPTURE

“Encourage one another and build up each other, as you are doing. Respect those who labour among you, and have charge of you in the Lord and admonish you... See that none of you repays evil for evil, but always seek to do good to one another and to all.”

(1Thessalonians 5:11-18)

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| | <p style="text-align: center;">VIRTUES Faith, Love</p> <p style="text-align: center;">CATHOLIC SOCIAL TEACHINGS Community and the Common Good Solidarity</p> <p style="text-align: center;">ANCHOR CONCEPTS Human Dignity, Interdependence, Community</p> <p style="text-align: center;">CATHOLIC THEMES Faith, Dignity of Work and Service</p> <p style="text-align: center;">CATHOLIC GRADUATE EXPECTATIONS An Effective Communicator who: CGE2c: Presents information and ideas clearly and honestly and with sensitivity to others. A Collaborative Contributor who: CGE5a: Works effectively as an interdependent team member. CGE5e: Respects the rights, responsibilities and contributions of self and others.</p> |
| <p style="text-align: center;">CRITICAL AND CREATIVE THINKING SKILLS (CT)</p> <p>The ability to think critically and creatively will help students make healthier choices in all aspects of their lives. The health and physical education program gives students many opportunities to develop higher order thinking skills, to explore without fear of making mistakes, and to learn from their mistakes. Students will be able to apply these skills in many ways – to solving problems, resolving conflicts, making decisions, and setting goals. By helping students achieve personal goals and aspirations, these skills contribute to a sense of “becoming” – a sense of personal growth.</p> <p>In a variety of situations, students will learn to use their critical thinking skills to develop a plan and, within that context, to generate and organize information and ideas, then focus and clarify those ideas. They will learn and practise using a process to analyse, synthesize, and</p> | <p style="text-align: center;">FULLY ALIVE AS IT LINKS TO CRITICAL AND CREATIVE THINKING SKILLS (CT)</p> <p>GROWING IN COMMITMENT (Theme 4) To live in a way that is fully human is a life-long challenge that begins in childhood. Growth toward maturity, toward wholeness, is never a straight path. In the process of learning to make wise decisions about our lives, mistakes are made, often because of lack of reflection or limited life experiences. There are also times when we are unwilling to pay the price demanded by our Christian values.</p> <p>We are created free, but this freedom is best expressed as a freedom <i>for</i>, rather than a freedom <i>from</i>. We are free so that we can become the people God intends us to be. We are free so that we can follow the example of Christ, who is the model of all that is fully human. This freedom to choose and decide is exercised over the course of a lifetime — when there are difficult choices to be made, unexpected consequences to be accepted, significant decisions to think about, and daily responsibilities to be fulfilled. Life makes demands,</p> |

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| <p>evaluate ideas and information. When they have arrived at a decision, goal, or solution, they will have opportunities to present the information in a variety of ways. Finally, students will learn to reflect on and evaluate the entire process, thinking about what went well, what could have been done differently, and what should be done next. (H&PE, p.21)</p> | <p>and as we grow up we become more aware of these demands and the importance of our response.</p> <p>With the approach of adolescence, decisions become increasingly complex. Parents and teachers can provide guidance and encouragement. They can limit choices, make rules, and apply consequences when responsibilities are neglected. They can serve as models of commitment whose lives reflect Gospel values and the witness of the Church. But within the world of home, school, and community, it is essential for students to begin to recognize their responsibility for their lives as sons and daughters, friends, students, and classroom members.</p> <p>As in Theme One, in which the students are encouraged to recognize the uniqueness and value of their lives, in Theme Four they are invited to see themselves as agents in the process of their growth toward maturity.</p> <p>Grade 7 – Theme Four focuses on:</p> <ul style="list-style-type: none"> • Discussing some of the feelings the students have about growing up and examining the relationship between freedom and responsibility. • Analysing and practicing the process of making decisions. • Exploring the connection between commitments and responsibilities and reflecting on what it means to be authentic people and to create balance in their lives. (<i>Fully Alive</i>, p.189) |
| <p>CRITICAL AND CREATIVE THINKING SKILLS (CT) SPECIFIC EXPECTATIONS:</p> <p>1.5 use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education (e.g., <i>Active Living: describe how they can use health-related fitness-assessment information when making action plans for</i></p> | <p>FULLY ALIVE AND OTHER CATHOLIC EDUCATION RESOURCES AS THEY LINK TO CRITICAL AND CREATIVE THINKING SKILLS (CT)</p> <p>FULLY ALIVE THEME 1: CREATED AND LOVED BY GOD Topic 3: <i>Emotions</i>, p.58</p> <ul style="list-style-type: none"> • Explain the meaning of emotion and describe some common effects of adolescence of a person’s emotional life. <p>Topic 4: <i>Heredity and Environment</i>, p.66</p> <ul style="list-style-type: none"> • Identify and describe an example of a positive |

*personal fitness; **Movement Competence:** devise and experiment with different tactical solutions for better results in particular sports and other physical activities; **Healthy Living:** explain the connections between body image, mental health, and the risk of substance abuse; explain the importance of understanding connections between food choices and chronic diseases)*

and a negative feature of media influence on the social environment.

Topic 5: To Be A Person, p.75

- Recognize and appreciate the dignity and responsibility of being persons created in the image of God.

THEME 2: LIVING IN RELATIONSHIP

Topic 5: Looking at Friendship, p.117

- Analyse friendship from the perspective of the lessons it provides and of the qualities of healthy relationships.

THEME 3: CREATED SEXUAL: MALE AND FEMALE

Topic 5: Relationships and Respect, p.181

- Recognize and appreciate that intimate sexual activity exposes young people to serious moral, emotional and physical harm.

THEME 4: GROWING IN COMMITMENT

Topic 2: Decision Makers, p.198

- Analyse and practise a process for decision-making.

RELIGIOUS EDUCATION

Believe in Me, Year 7

UNIT 3: WE BELIEVE IN GOD THE FATHER ALMIGHTY

Theme 3: Who's in Control?, p.132

- Distinguish between good and bad uses of authority.
- Explain and use the observe, judge, act model for moral decision making.

SCRIPTURE

“Created in the image of God...” (Genesis 1)

VIRTUES

Faith, Love

CATHOLIC SOCIAL TEACHINGS

Rights and Responsibilities

ANCHOR CONCEPTS

Family, Conflict

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| | <p style="text-align: center;">CATHOLIC THEMES</p> <p style="text-align: center;">Faith, Hope, Human Rights and Responsibilities</p> <p style="text-align: center;">CATHOLIC GRADUATE EXPECTATIONS</p> <p>A Reflective, Creative and Holistic Thinker who: CGE3b: Creates, adapts, evaluates new ideas in light of the common good. CGE3c: Thinks reflectively and creatively to evaluate situations and solve problems;</p> <p>A Collaborative Contributor who: CGE5b: Thinks critically about the meaning and purpose of work.</p> |
| <p style="text-align: center;">A. ACTIVE LIVING</p> <p>The Active Living strand helps students develop the skills and knowledge needed to participate regularly and safely in physical activity, while enjoying being physically active and learning how to develop and enhance their own personal fitness. Learning through physical activity helps to enhance students’ physical literacy. Daily physical activity (DPA) is one important component of this strand. Participating in daily moderate to vigorous physical activity helps to build a habit of activity that becomes a part of each student’s routine and way of life. (H&PE, p.21)</p> <p>OVERALL EXPECTATIONS:</p> <p>By the end of Grade 7, students will:</p> <p>A1. participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of factors that encourage lifelong participation in physical activity;</p> <p>A2. demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living;</p> <p>A3. demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.</p> | <p style="text-align: center;">FULLY ALIVE AS IT LINKS TO ACTIVE LIVING</p> <p>The call to be active in the world calls us to cultivate the awareness of the richness and potential of human activity in the world and of the interdependence of all people in the human family. With this awareness, an attitude of Christian care and personal involvement in the world can be nurtured and developed.</p> <p>The Catholic anchor concept of interdependence celebrates the giftedness of the individual person or community in relationship with others for the good of the greater whole. Interdependence thus affirms both autonomy and interrelatedness. Interdependence recognizes that we benefit as individuals and as a collective from the diverse talents and gifts of our neighbours.</p> <p>“...sport has brought you together from different countries in a common interest and shared goals. Your passion for sport is a building block of human solidarity, friendship and goodwill among peoples. May your physical exertions be a part of your quest for the higher values which build character and give you dignity and a sense of achievement, in your own eyes and in the eyes of others. In Christian terms, life itself is a contest and a striving for goodness and holiness.” <small>(Pope John Paul II, <i>Jubilee of Sports People</i>, October 2000)</small></p> |

**ACTIVE LIVING
SPECIFIC EXPECTATIONS:**

A1. ACTIVE PARTICIPATION

A1.1 actively participate in a wide variety of program activities, according to their capabilities (*e.g., individual activities, small- and large-group activities, movement and rhythmic activities, dance, outdoor pursuits*) while applying behaviours that enhance their readiness and ability to take part (*e.g., striving to do their best, displaying good sports etiquette along with healthy competition*) in all aspects of the program [PS, IS]

Teacher prompt: “Why do we all face limitations?”

Student response: “We are not all talented in all areas. God created us to be unique beings. I have a gift for drawing but I still can try to improve at activities in physical education class.”

Teacher prompt: “How can we express emotions in a way that is respectful of others?”

Student response: “When someone in your group or on your team misses the ball you could encourage them by telling them to keep trying or you could help them.”

A1.2 demonstrate an understanding of factors that contribute to their personal enjoyment of being active (*e.g., being able to modify games for different purposes; being able to take part in activities that suit their individual abilities and interests; being exposed to a variety of activities, including recreational, team, individual, body management, and dance and fitness activities; feeling comfortable about the activities; being able to take part in activities that are culturally relevant*), as they participate in a diverse range of physical activities in a variety of indoor and outdoor environments [PS]

**FULLY ALIVE AND OTHER CATHOLIC
EDUCATION RESOURCES AS THEY LINK TO
ACTIVE LIVING**

FULLY ALIVE

THEME 1: CREATED AND LOVED BY GOD

Topic 2: Personality, p.50

- Describe some dimensions of personality.

Topic 5: To Be A Person, p.75

- Describe some of the strengths and limitations of persons.

THEME 2: LIVING IN RELATIONSHIP

Topic 2: Relationships and Communication, p.93

- Analyse some guidelines for open and respectful communication with family members and friends.

Topic 3: Looking at Families

- Recognize and appreciate that each person’s experience as a family member is unique.

Topic 4: Family Challenges, p.107

- Recognize and appreciate the importance of working together as a family to meet the challenges in their lives.

Topic 6: Friendship Challenges, p.125

- Analyse some early adolescent friendship challenges.

**THEME 3: CREATED SEXUAL: MALE AND
FEMALE**

Topic 1: Understanding Sexuality, p.141

- Recognize and appreciate that both males and females are unique persons with a wide range of interests, talents and personalities.

THEME 5: LIVING IN THE WORLD

Topic 2: We Gather: Change and Work, p.225

- Explain the importance of gathering with others to create change and to work together.

RELIGIOUS EDUCATION

Believe in Me, Year 7

UNIT 1: I...WE

Theme 2: Am I Normal?, p.60

- Students will be invited to develop a plan for personal growth or for helping someone else to

A1.3 demonstrate an understanding of the factors that motivate or impede participation in physical activity every day (*e.g., peer influence, sense of belonging, self-confidence, availability of resources and opportunities, influence of role models, compatibility or conflict with family responsibilities*) [CT]

Teacher prompt: “What would happen if people working on a team did not cooperate and depend on the God given talents of each other?”

A2. PHYSICAL FITNESS

A2.1 Daily Physical Activity (DPA):

participate in sustained moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to the best of their ability for a minimum of twenty minutes each day (*e.g., aerobic fitness circuits, floorball, capture the flag, wheelchair soccer*) [PS]

Teacher prompt: “When we participate in DPA not everyone is able to complete the activities the same way. We know that God has created us to be unique human beings. How do we differ?”

Student response: “When we finish DPA I am really tired, especially when we do activities that require arm strength. My arm muscles are weaker compared to others in the class. I think I have developed these muscles a lot since the beginning of the year though.”

A2.2 identify factors that can affect health-related fitness (*e.g., heredity, nutrition, developmental stage, environmental factors, social and emotional factors, mental health, cultural teachings*), and describe how training principles (*e.g., frequency, intensity, duration, type of activity*) can be applied to develop fitness [CT]

Teacher prompt: “God created each one of us different and unique. For example, not all

grow in wholeness.

SCRIPTURE

“Help your neighbour to work to the best of their ability.” (Sirach 29:20)

VIRTUES

Temperance, Faith, Love, Fortitude

CATHOLIC SOCIAL TEACHINGS

Preferential Option for the Poor and Vulnerable
Community and the Common Good

ANCHOR CONCEPTS

Discovery, Stewardship, Common Good

CATHOLIC THEMES

Dignity of Human Person, Human Rights and Responsibilities

CATHOLIC GRADUATE EXPECTATIONS

A Self-Directed, Responsible, Lifelong Learner who:

CGE4a: Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others.

CGE4e: Sets appropriate goals and priorities in school, work and personal life.

CGE4h: Participates in leisure and fitness activities for a balanced and healthy lifestyle.

boys or girls of the same age are able to sustain vigorous physical activity in the same way. What are some reasons for this?"

Student: "Some Grade 7 boys have very strong heart muscles and stamina compared to others. Some boys in Grade 7 go through quick growth spurts and this sometimes makes them uncoordinated. Also, some people have to use a puffer because they have asthma. Even though there are differences like this, people can work at their own level of intensity to further develop their fitness level. For example, someone who gets tired quickly could try jogging short distances every day to strengthen their heart muscle."

A2.3 assess their level of health-related fitness (i.e., cardio-respiratory endurance, muscular strength, muscular endurance, flexibility) during various physical activities and monitor changes in fitness levels over time (*e.g., by tracking heart rates, recovery time, changes in how one feels during and after activity; by comparing activity participation and changes in fitness levels*) [PS, CT]

A2.4 develop, implement, and revise a personal plan to meet short-term, health-related fitness goals (*e.g., by using personal assessment information to set realistic short-term goals, using appropriate training principles, identifying possible challenges, identifying sources of support, determining what will indicate when goals have been reached, monitoring progress and comparing achievements to planned goals, acknowledging successes, changing goals or approaches as needed*) [PS, CT]

Teacher prompt: "Why do we need to exercise the virtue of perseverance when setting fitness goals?"

Student: "Perseverance allows us to

overcome obstacles and meet challenges. When we are trying to change our fitness levels it can be very challenging, especially if you are not fit or healthy and want to become fit or healthy. Without perseverance a person would just give up and go back to being unhealthy.”

A3. SAFETY

A3.1 demonstrate behaviours and apply procedures that maximize their safety and that of others (*e.g., following appropriate procedures and guidelines, demonstrating social responsibility, checking that they have their puffers and/or epinephrine autoinjectors, checking for hazards such as pencils or other objects on the floor or potholes on the field before beginning activities, using mouth guards when necessary during recreational activities in the community, avoiding pressuring a peer to participate in unsafe activities, being respectful of others who may be hesitant to try new skills*) in a variety of physical activity settings (*e.g., school, community recreational facilities, outdoor recreational venues*) [PS, IS]

Teacher prompt: “What would happen if we did not communicate respectfully with our classmates in gym or if we didn’t pay attention to safety guidelines?”

Student: “Someone might get hurt physically or emotionally. They may not want to try anymore because people made fun of them or discouraged them. Maybe their potential for being good at a skill might not come to its full potential because of some negative things that their classmates say to them.”

A3.2 demonstrate an understanding of procedures for anticipating and responding to hazards that may lead to injury or ailments while participating in physical activity outdoors (*e.g., be aware of common hazards that could be encountered and take appropriate precautions; apply systems thinking to risk*

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| <p><i>assessment by making connections between possible hazards and their outcomes; recognize unexpected hazards, assess the risk, and control the hazard by telling someone about it, removing it, or removing themselves from the danger) [PS, CT]</i></p> | |
| <p>B. MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES</p> <p>The Movement Competence strand helps students develop the movement competence needed to participate in physical activities through the development of movement skills and the related application of movement concepts and movement strategies. As students develop their confidence and competence, they will be developing their physical literacy. Students are also introduced to movement principles in developmentally appropriate ways. These principles are indicated in the expectations through examples and teacher prompts that illustrate how skills can be applied at different ages and stages. The students learn kinesthetically in this strand, as in the Active Living strand, and have regular opportunities in every grade to develop and practise their personal movement skills. (H&PE, p.23)</p> <p>OVERALL EXPECTATIONS:</p> <p>By the end of Grade 7, students will:</p> <p>B1. perform movement skills, demonstrating an understanding of the basic requirements of the skills and applying movement concepts as appropriate, as they engage in a variety of physical activities;</p> <p>B2. apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities, in order to enhance their ability to participate successfully in those activities.</p> | <p>FULLY ALIVE AS IT LINKS TO MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES</p> <p>For students one of the great challenges in the development of identity is the mastery of a new repertoire of skills. “Who I am is what I can do”—particularly at school. As teachers, we must consider all of the growing, changing, and learning that the children have already experienced and will experience in the future.</p> <p>We encourage them to look with pride on their accomplishments. Since students develop at different rates and have a variety of gifts, it is important to accept and affirm each person’s unique pattern of growth.</p> <p>At the same time, we encourage students to see their future learning as exciting and challenging. Acquiring skills and developing talents invariably involves hard work, mistakes, and occasional failures. For learning, mistakes can be as important as successes. The self-esteem and confidence of each student are also crucial for future learning. Students must not lose their courage for growth.</p> <p>It is important for the students to understand that they are much more than what they have learned to do. Just as they learn new skills, they also learn to grow in spirit of kindness, generosity and helpfulness.</p> <p>“Sport, properly directed, develops character, makes a person courageous, a generous loser, and a gracious victor; it refines the senses, gives intellectual penetration, and steals the will to endurance. It is not merely a physical development then. Sport, rightly understood, is an occupation of the whole person, and while perfecting the body as an instrument of the mind,</p> |

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| | <p>it also makes the mind itself a more refined instrument for the search and communication of truth and helps the person to achieve that end to which all others must be subservient, the service and praise of the Creator.” (Pope Pius XII, Sport at the First Service of the Spirit, July 29, 1945)</p> |
| <p>MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES SPECIFIC EXPECTATIONS:</p> <p>B1. MOVEMENT SKILLS AND CONCEPTS</p> <p>B1.1 perform smooth transfers of weight and rotations, in relation to others and equipment, in a variety of situations involving static and dynamic balance (<i>e.g., perform a rhythmic gymnastic sequence such as throwing a ball, performing a shoulder roll, and catching the ball; demonstrate a dance sequence with a partner, including a series of steps, jumps, turns, and balances; perform a smooth high jump approach, take-off, and landing; use a low stance for balance during a pivot turn; move smoothly between positions in a yoga sequence</i>) [PS, IS]</p> <p><i>Teacher prompt: “Each of you is a unique reflection of God that has been given extraordinary abilities. Each person, however, struggles with limitations. Considering this, how can you show respect to your fellow classmates who might be struggling with some skills while participating in physical education class?”</i></p> <p>B1.2 perform a wide variety of locomotor movements, with and without equipment, while responding to a variety of external stimuli (<i>e.g., dodge and fake in response to others, accelerate before taking off for a high jump or a running long jump, respond to changes in music during creative dance by changing arm movements, lift feet and show awareness of trail conditions and obstacles when running cross-country on trails</i>) [PS]</p> <p>B1.3 send, receive, and retain a variety of</p> | <p>FULLY ALIVE AND OTHER CATHOLIC EDUCATION RESOURCES AS THEY LINK TO MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES</p> <p>FULLY ALIVE</p> <p>THEME 1: CREATED AND LOVED BY GOD Topic 5: <i>To Be A Person</i>, p.75</p> <ul style="list-style-type: none"> Describe some of the strengths and limitations of persons. <p>THEME 2: LIVING IN RELATIONSHIP Topic 2: <i>Relationships and Communication</i>, p.93</p> <ul style="list-style-type: none"> Analyse some guidelines for open and respectful communication with family members and friends. <p>THEME 4: GROWING IN COMMITMENT Topic 2: <i>Decision Makers</i>, p.198</p> <ul style="list-style-type: none"> Analyse and practise a process for decision-making. <p>SCRIPTURE</p> <p><i>“I have competed well; I have finished the race; I have kept the faith.”</i> (2 Tim 4:7)</p> <p>1Cor 9:24-27 (competition)</p> <p>VIRTUES</p> <p>Temperance, Fortitude, Patience</p> <p>CATHOLIC SOCIAL TEACHINGS</p> <p>Human Dignity, Solidarity</p> <p>ANCHOR CONCEPTS</p> <p>Solidarity, Human Dignity, Empowerment</p> <p>CATHOLIC THEMES</p> <p>Dignity of the Human Person</p> |

objects, while taking into account their position and motion in relation to others, equipment, and boundaries, while applying basic principles of movement (*e.g., use different strokes and varying degrees of force, depending on their opponent's position on the court, to return the shuttle in badminton; assume a ready position to prepare to receive a short pass; strike a ball by shifting their weight as they contact the ball and following through in the intended direction to send it between or over opposing players; cradle or control the ball on the side of the body that is away from opponents when moving up the field*) [PS, IS]

B1.4 demonstrate an understanding of the phases of movement (i.e., preparation, execution, follow-through), and apply this understanding to the refinement of movement skills as they participate in a variety of physical activities (*e.g., jumping during a dance routine: bend knees to get ready to jump, thrust arms up for extra force while jumping, hold a controlled body position in flight, bend knees and put arms out for a stable landing*) [PS]

Teacher prompt: “We need to always remember to be patient while attempting to refine our movement skills. How can you help a classmate refine their skills when they are having difficulty or getting frustrated, keeping in mind the dignity and worth of this person?”

Student: “I could be patient with them and congratulate them for trying. I could encourage them by pointing out what they have done correctly. I could also tell them that it is okay to feel frustrated. Most people don't catch on to new skills right away.”

B2. MOVEMENT STRATEGIES

B2.1 demonstrate an understanding of the components of a range of physical activities, (*e.g., movement skills, game structures, basic rules and guidelines, conventions of fair play*)

CATHOLIC GRADUATE EXPECTATIONS

A Self-Directed, Responsible, Lifelong Learner who:

CGE4a: Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others.

CGE4h: participates in leisure and fitness activities for a balanced and healthy lifestyle.

A Collaborative Contributor who:

CGE5g: Achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others.

and etiquette), and apply this understanding as they participate in a variety of physical activities in indoor and outdoor environments [IS, CT]

Teacher prompt: “What would happen if we did not communicate respectfully with our classmates in physical education class?”

Student: “Someone might get hurt physically or emotionally. They may not want to try any more because people made fun of them or discouraged them.”

B2.2 describe and compare different categories of physical activities (*e.g., individual, target, net/wall, striking/fielding, territory*), and describe strategies that they found effective while participating in a variety of physical activities in different categories [CT]

B2.3 apply a variety of tactical solutions to increase chances of success as they participate in physical activities (*e.g., individual activities: practise a dance or gymnastics sequence in parts to refine each move, then put it back together in a sequence; target activities: adjust force when sending the object so that it will stop or land in a position to block the opponent; net/wall activities: work with teammates to cover space effectively; striking/fielding activities: hit or kick in different ways, varying the distance the object is sent, so that it will be more difficult for opponents to field and return the object; territory activities: use a “give and go” by sending the object to a teammate (give) then running to an open space to receive the object back again from the teammate (go); kick a leading pass to a moving teammate to maintain possession*) [IS, CT]

C. HEALTHY LIVING

With *The Ontario Curriculum Grades 1-8: Health and Physical Education, Interim Edition, 2010 (revised)*, schools will continue to teach “Growth and Development” as outlined in the 1998 curriculum instead of the Human Development and Sexual Health expectations. *The Ontario Curriculum, Grades 1-8: Health and Physical Education, Interim Edition, 2010 (revised)*, has the Human Development and Sexual Health expectations removed and the Growth and Development expectations as outlined in the 1998 curriculum inserted for each grade.

The Healthy Living strand helps students develop an understanding of the factors that contribute to healthy development, a sense of personal responsibility for lifelong health, and a respect for their own health in relation to others and the world around them. Students will develop health literacy as they acquire the knowledge and skills they need to develop, maintain, and enjoy healthy lifestyles as well as to solve problems, make decisions, and set goals that are directly related to their personal health and well-being. Learning how to establish, monitor, and maintain healthy relationships is a key part of this strand. (H&PE, p.29)

OVERALL EXPECTATIONS:

By the end of Grade 7, students will:

- C1.** demonstrate an understanding of factors that contribute to healthy development;
- C2.** demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;
- C3.** demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others

FULLY ALIVE AS IT LINKS TO HEALTHY LIVING

Healthy Living is linked to *Fully Alive* Theme Three. It builds on the previous themes, and continues to explore the question of what it means to be human.

Each person is precious; each is made in the image and likeness of God. Created out of love, our true meaning is found in love, in living our lives in relationship with others. We are spouses, family members, friends, neighbours, members of communities, and participants in human society.

Fully Alive creates opportunities for discussions on topics such as personal health and well-being, healthy eating, anti-bullying, substance use and sexual abuse. What *Fully Alive* provides, which is essential to programs that deal with actions that are exploitive and harmful, is the foundation on which they must be built: respect for self and others as beloved children of God; the development of authentic relationships within the family and with peers; and growth in understanding of the gift of sexuality as an expression of life and love. (*Fully Alive*, p.17)

Grade 7 – Theme Three focuses on:

- Examining some aspects of sexuality, including sexual characteristics, sexual identity, and sexual roles.
- Reviewing the changes of puberty and the development of male and female fertility.
- Exploring the responsibility of caring for our health, including sexual health, and of developing a realistic body image during adolescence.
- Discussing the experience of sexual attraction and feelings and examining the need for self-discipline and patience to reach the goal of becoming fully mature males and females.
- Reflecting on the virtue of chastity and on the attitudes and behaviours that reflect this virtue and show respect for the gift of sexuality. (*Fully Alive*, p.139)

health and well-being.

**HEALTHY LIVING
SPECIFIC EXPECTATIONS:**

**C1. UNDERSTANDING HEALTH
CONCEPTS**

Personal Safety and Injury Prevention

C1.1 describe benefits and dangers, for themselves and others, that are associated with the use of computers and other technologies (*e.g., benefits: saving time; increased access to information; improved communication, including global access; dangers: misuse of private information; identity theft; cyberstalking; hearing damage and/or traffic injuries from earphone use; financial losses from online gambling; potential for addiction*), and identify protective responses

Teacher prompt: “Temptation is a natural part of life. As a follower of Jesus, what could you do if you or someone you knew was tempted to gamble?”

Substance Use, Addictions, and Related Behaviours

C1.2 demonstrate an understanding of linkages between mental illness and problematic substance use, and identify school and community resources (*e.g., trusted adults at school, guidance counsellors, public health services, community elders, help lines*) that can provide support for mental health concerns relating to substance use, addictions, and related behaviours [PS]

Teacher prompt: “People experiment with drugs for a variety of reasons. Sometimes it is to escape a bigger problem in their lives. We are not, as people of God, supposed to judge others. With this in mind, how can you support someone you know that is using drugs and at the same time, not judge them?”

**FULLY ALIVE AND OTHER CATHOLIC
EDUCATION RESOURCES AS THEY LINK
TO HEALTHY LIVING**

FULLY ALIVE

THEME 1: CREATED AND LOVED BY GOD

Topic 4: *Heredity and Environment*, p.66

- Identify and describe an example of a positive and a negative feature of media influence on the social environment.

Topic 5: *To Be A Person*, p.75

- Recognize and appreciate the dignity and responsibility of being persons created in the image of God.

THEME 2: LIVING IN RELATIONSHIP

Topic 1: *Analyzing Relationships*, p.86

- Recognize and appreciate the role that human relationships play in each person’s life.

Topic 4: *Family Challenges*, p.107

- Examine some everyday and significant challenges that families face.

**THEME 3: CREATED SEXUAL: MALE AND
FEMALE**

Topic 3: *Stewards of the Body*, p.161

- Explain the value of good nutrition, exercise, adequate sleep, protection of sexual health and a realistic view of body image during adolescence.

THEME 4: GROWING IN COMMITMENT

Topic 2: *Decision Makers*, p.198

- Analyse and practise a process for decision-making.

Topic 3: *Committed People*, p.206

- Recognize and appreciate the value of being authentic and well-balanced people who are growing in their commitment to be the people God created them to be.

Student: “I could offer to listen to them. I could be empathetic and imagine what life is like for them. I would talk to my parents or my teacher to see if they have any ideas about ways to support my friend.”

C2. MAKING HEALTHY CHOICES

Healthy Eating

C2.1 demonstrate the ability to make healthier food choices, using information about the role that different foods play as contributing or preventive factors in a variety of health disorders (*e.g., cancer, Type 2 diabetes, cardiovascular disease, obesity, food allergies and anaphylaxis, tooth decay, osteoporosis*) [CT]

Teacher prompt: “Recognizing that our bodies are gifts from God, what are some ways that we can change our eating habits for the better?”

Student: “We can limit the amount of sugar we have, especially when we have snacks. By reading the nutrition labels on food I can see if what I am eating is providing me with a healthy choice.”

Personal Safety and Injury Prevention

C2.2 assess the impact of different types of bullying or harassment (*e.g., intimidation, ostracism, pressure to conform, gang activities*) on themselves and others, and identify ways of preventing or resolving such incidents (*e.g., communicating feelings; reporting incidents involving themselves or others; encouraging others to understand the social responsibility to report incidents and support others rather than maintaining a code of silence or viewing reporting as “ratting”; seeking help from support services; learning skills for emotional regulation; using strategies for defusing tense or potentially violent situations*) [IS, CT]

SUPPLEMENTARY RESOURCES TO SUPPORT GRADE SEVEN

FAMILY LIFE EDUCATION

UNIT: SUBSTANCE ABUSE AND ADDICTIONS

Lesson 3: *I.D.E.A.L. Choices. I Can Do It!*, p.10

UNIT: DATING AND RELATIONSHIPS

Lesson 1: *The Relationship Cycle*, p.8

UNIT: SEXUALLY TRANSMITTED INFECTIONS

Lesson 1: *Healthy Living*, p.6

Lesson 2: *Information About STI's*, p.11

RELIGIOUS EDUCATION

Believe in Me, Year 7

UNIT 7: WE BELIEVE IN JESUS...WHO WAS CONCEIVED BY THE POWER OF THE HOLY SPIRIT AND BORN OF THE VIRGIN MARY

Theme 1: *Why is Everyone Always Picking On Me?*, p.238

- Students will be invited to take a positive approach to a difficult situation.
- Students will explore ways they can co-operate with God in the difficult moments of their lives.

UNIT 8: HE SUFFERED UNDER PONTIUS PILATE, WAS CRUCIFIED, DIED AND WAS BURIED. HE DESCENDED TO THE DEAD.

Theme 1: *What Risks are Worth Taking?*, p.258

- Students will explore the reasons people have for taking various types of risks.
- Students will explore the types of risks they may be called to accept.

SCRIPTURE

“Do you know that you are God’s temple and that God’s Spirit dwells in you? If anyone destroys God’s temple, God will destroy that person. For God’s temple is holy, and you are that temple.” (1Corinthians 3:16-17)

VIRTUES

Temperance , Love, Prudence, Fortitude

Substance Use, Addictions, and Related Behaviours

C2.3 explain how preoccupation with body image can contribute to substance abuse (*e.g., misuse of supplements, vitamins, diuretics, diet pills, laxatives, or steroids to alter appearance*), and demonstrate the ability to make informed choices about caring for their bodies [PS, CT]

Teacher prompt: “Adolescents sometimes decide to harm their bodies in order to ‘fit in’ with what society says is ‘beautiful’. God created us free. We are free so that we can become the people God intended us to be. We are free so that we can follow the example of Christ, who is the model of all that is fully human. In what ways could you model behaviour like Christ when making decisions about your body shape and size?”

C3. MAKING CONNECTIONS FOR HEALTHY LIVING

Healthy Eating

C3.1 demonstrate an understanding of personal and external factors that affect people’s food choices and eating routines (*e.g., personal: likes and dislikes, busy schedules, food allergies or sensitivities, personal values, cultural practices or teachings; external: family budget, cost of foods, type of food available at home, at school, or in the community*), and identify ways of encouraging healthier eating practices

Substance Use, Addictions, and Related Behaviours

C3.2 analyse the personal and societal implications of issues related to substance use and addictive behaviours (*e.g., effect of technology dependence on school and workplace performance, risks associated with chewing tobacco, effects of second-hand smoke on non-smokers and children, legal and health implications of underage drinking, body damage and reputation loss among athletes as*

CATHOLIC SOCIAL TEACHINGS

Stewardship of Creation
Rights and Responsibilities
Human Dignity

ANCHOR CONCEPTS

Human Dignity, Lifestyle

CATHOLIC THEMES

Intimacy and Sexuality
Dignity of the Human Person

CATHOLIC GRADUATE EXPECTATIONS

A Reflective, Creative and Holistic Thinker who:

CGE3d: Makes decisions in light of gospel values with an informed moral conscience.

A Self-Directed, Responsible, Lifelong Learner who:

CGE4g: Examines and reflects on one’s personal values, abilities and aspirations influencing life’s choices and opportunities.

A Caring Family Member who:

CGE6b: Recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended.

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| <p><i>a result of the use of steroids and other performance-enhancing drugs; risk of HIV/AIDS with intravenous drug use; risk of fetal alcohol spectrum disorder (FASD) as a result of alcohol abuse during pregnancy) [CT]</i></p> <p>Teacher prompt: “To live in a way that is fully human is a life-long challenge that begins in childhood. Growth towards maturity, towards wholeness, is never a straight path. We often make mistakes when making decisions. What are some consequences that result when an adolescent chooses to drink under age?”</p> <p>Student: “The adolescent’s parents would be upset, lose trust in their son or daughter, and probably put limitations on them like not being allowed out on weekends. Also, depending on the severity, they might get arrested or stopped by police. The drinking might also affect other areas of their life; for example if they were an athlete it might affect their athletic performance.”</p> | |
| <p>GROWTH AND DEVELOPMENT (1998) OVERALL EXPECTATION:</p> <p>By the end of Grade 7, students will:</p> <ul style="list-style-type: none"> Describe age-appropriate matters related to sexuality (e.g., the need to develop good interpersonal skills, such as the ability to communicate effectively with the opposite sex). | <p>THEME 3: CREATED SEXUAL: MALE AND FEMALE</p> <p>To be human is to be sexual. Sexuality, expressed in our maleness and femaleness, is an essential component of personhood. For this reason, education in sexuality is education of the whole person. Theme Three, therefore, must be approached within the context of the previous themes on the value of persons and of human relationships and that of the themes that follow on commitment and social responsibility. Without this context, it is only too easy to reduce sexuality to the reproductive system and its functioning.</p> <p>As the students approach the life stage of adolescence, they bring with them a variety of ideas about sexuality. First, there is the information they have been given at home and at school. They have learned that males and females are physically different, and that these differences are related to our potential for motherhood</p> |

and fatherhood. Within the relationship of marriage, sexual intercourse between husband and wife expresses a love that is truly life-giving both spiritually and physically. Parents share in God's creative power, and the children of their marriage are a special sign of their love. The students have learned that new human life begins with conception, and they have traced its development from a single cell created by the union of sperm and ovum to the birth of a baby.

Beyond this information about sexuality, students of this age also bring with them their attitudes, which are shaped by the home, the school, and the wider society, in particular, by the media. Sexuality is deeply relational, and in homes where parents co-operate, appreciate the work that each does for the family, and show their affection and respect for each other and for their children, positive attitudes about the complementarity of males and females are developed. At school, the students have been taught that sexuality is one of the marvelous gifts of creation, and they have been encouraged to take pride in being males and females. The Christian understanding of marriage and family, with its stress on commitment and generosity, has also been explored.

These have been positive influences on students, influences that lead to attitudes about sexuality that are fully human. But there are other influences in our society that degrade sexuality, making us less than we are intended to be. The media often both reflect and create an understanding of sexuality that is less than human. Its relational dimensions appear casual, uncommitted, and frequently exploitive, and its procreational dimensions are either ignored or rejected. All students, to a greater or lesser extent, are exposed to and influenced by this distorted image of sexuality. Theme Three provides an opportunity for them to examine the messages they are receiving, and for teachers to begin speaking about the importance of modesty and chastity. As in the earlier grades, students are encouraged to deepen their understanding of the life-giving and loving dimensions of human sexuality, and, as they get older and enter the later grades, to grow in their personal commitment to chastity. (*Fully Alive* Gr.7, p.135-136)

SPECIFIC EXPECTATIONS (1998):

By the end of Grade 7, students will:

- Explain the male and female reproductive systems as they relate to fertilization;
- Distinguish between the facts and myths associated with menstruation, spermatogenesis, and fertilization;
- Identify the methods of transmission and the symptoms of sexually transmitted diseases (STDs), and ways to prevent them;
- Use effective communication skills (e.g., refusal skills, active listening) to deal with various relationships and situations;
- Explain the term *abstinence* as it applies to healthy sexuality;
- Identify sources of support with regard to issues related to healthy sexuality (e.g., parents/guardians, doctors).

FULLY ALIVE AND OTHER CATHOLIC EDUCATION RESOURCES AS THEY LINK TO GROWTH AND DEVELOPMENT (1998)**FULLY ALIVE****THEME 3: CREATED SEXUAL: MALE AND FEMALE****Topic 1: *Understanding Sexuality*, p.141**

- Analyse aspects of sexuality, including sex, sexual characteristics (primary, secondary), sexual identity, sexual roles, masculinity, and femininity.
- Recognize and appreciate that males and females are unique persons with a wide range of interests, talents, and personalities.

Topic 2: *The Human Body*, p.151

- Review the development of primary and secondary sexual characteristics during puberty.
- Recognize and appreciate that concerns about their developing bodies are a normal response to a significant change.

Topic 3: *Stewards of the Body*, p.161

- Explain the value of good nutrition, exercise, adequate sleep, protection of sexual health, and a realistic view of body image during adolescence.
- Recognize and appreciate the challenge of being good stewards of their lives as body/spirit persons.

Topic 4: *Attraction and Feelings*, p.175

- Identify and describe the experience of sexual attraction and feelings as aspects of the gift of sexuality.
- Recognize and appreciate the need for self-discipline and patience to reach that goal of becoming fully mature males and females.

Topic 5: *Relationships and Respect*, p.181

- Describe attitudes and behaviours that show respect for the gift of sexuality.
- Recognize and appreciate that intimate sexual activity exposes young people to serious moral, emotional, and physical harm.

SCRIPTURE

“Do you know that you are God’s temple and that God’s Spirit dwells in you? If anyone destroys God’s

temple, God will destroy that person. For God's temple is holy, and you are that temple.” (1Corinthians 3:16-17)

VIRTUES

Temperance, Love, Prudence, Fortitude

CATHOLIC SOCIAL TEACHINGS

Stewardship of Creation
Rights and Responsibilities, Human Dignity

ANCHOR CONCEPTS

Human Dignity, Lifestyle

CATHOLIC THEMES

Intimacy and Sexuality
Dignity of the Human Person

CATHOLIC GRADUATE EXPECTATIONS

A Reflective, Creative and Holistic Thinker who:

CGE3d: Makes decisions in light of gospel values with an informed moral conscience.

A Self-Directed, Responsible, Lifelong Learner who:

CGE4g: Examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities.

A Caring Family Member who:

CGE6b: Recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended.

Grade 8

| MINISTRY OF EDUCATION | INSTITUTE FOR CATHOLIC EDUCATION |
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| STRANDS AND LIVING SKILLS IN THE REVISED INTERIM HEALTH AND PHYSICAL EDUCATION CURRICULUM | CURRICULUM LINKS IN FULLY ALIVE AND OTHER CURRICULUM SUPPORT FOR CATHOLIC SCHOOLS |
| <p style="text-align: center;">LIVING SKILLS</p> <p>The living skill expectations identify learning that helps students develop a positive sense of self, develop and maintain healthy relationships, and use critical and creative thinking processes as they set goals, make decisions, and solve problems. Living skills are an important aspect of students’ overall healthy development, and their application is essential to the achievement of many of the expectations in the Active Living, Movement Competence, and Healthy Living strands. Living skills cannot be taught effectively in isolation; they must be taught and evaluated in conjunction with learning related to all strands of the curriculum, in order to make the learning personally relevant for students. As they develop and apply their living skills, students will build resilience. They will learn to make choices that protect their safety and health and enable them to become independent thinkers and responsible adults who are capable of developing strong relationships and who are committed to lifelong healthy, active living. (H&PE, p.19)</p> <p>OVERALL EXPECTATIONS:</p> <p>By the end of Grade 8, students will:</p> <p>1. demonstrate personal and interpersonal skills and the use of critical and creative thinking processes as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence and</p> | <p style="text-align: center;">FULLY ALIVE AS IT LINKS TO LIVING SKILLS</p> <p>Pope John Paul II described in a few words what our Family Life Program wants to assist parents in doing: <i>Remote preparation [for marriage or celibate life] begins in early childhood, in that wise family training which leads children to discover themselves as being endowed with a rich and complex psychology and with a particular personality with its own strengths and weaknesses. It is the period when esteem for authentic human values is instilled, both in interpersonal and social relationships, with all that this signifies for the formation of character, for the control and right use of one’s inclinations, for the manner of regarding and meeting people of the opposite sex, and so on. Also necessary, especially for Christians, is solid spiritual and catechetical formation ...</i> (The Role of the Christian Family in the Modern World, 66)</p> <p>This paragraph admirably expresses what <i>Fully Alive</i> sets out to do: to support “that wise family training”; to help children “discover themselves as being endowed ... with a particular personality with its own strengths and weaknesses”; to promote “authentic human values in interpersonal and social relationships”; to encourage “control and right use of one’s inclinations”; to foster “the right manner of regarding and meeting people of the opposite sex.” (<i>Fully Alive</i> Gr.8, p. v, 1998)</p> <p><i>Fully Alive</i>, along with the catechetical program, is intended to help our children to understand the dignity of their calling in Christ. Together parents and teachers become partners in giving children the vision of God, which is revealed in Christ Jesus, the Word made flesh,</p> |

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| <p>Healthy Living strands for this grade.</p> | <p>to the greater glory of God. (Archbishop Gervais, Ottawa)</p> <p>“The glory of God is man and woman fully alive, but life for them consists in seeing God revealed in his Word.” (St. Irenaeus, <i>Against Heresies</i>, IV. 20. 7)</p> <p>At its heart, the goal of <i>Fully Alive</i> is to complement the efforts of parents in setting their children on the path to becoming fully human. This goal is also that of what is often described as character education. The qualities, or virtues, that <i>Fully Alive</i> encourages include: reverence, respect for self, respect for others, responsibility, initiative, kindness, gratitude, perseverance, honesty, integrity, chastity, justice, courage, empathy, and hope.</p> |
| <p style="text-align: center;">PERSONAL SKILLS (PS)</p> <p>Personal skills help students understand themselves better and equip them to deal with life’s challenges. The health and physical education program provides students with many opportunities to develop these skills as they discover and develop new physical capabilities and acquire knowledge and explore ideas that have deep personal relevance.</p> <p>Through the development of self-awareness and self-monitoring skills, students build a sense of “being”. They learn to understand their capabilities and strengths and to take responsibility for their learning and their actions.</p> <p>Through the acquisition of adaptive, coping, and management skills, students develop their capacity to respond to difficulties and to develop greater control over their lives. All of these skills build resilience – the ability to protect and maintain one’s mental health and emotional well-being while responding to the stresses and challenges of life.</p> <p>Learning personal skills helps to develop an understanding of the factors that contribute to resilience and a positive self-concept. It also</p> | <p style="text-align: center;">FULLY ALIVE AS IT LINKS TO PERSONAL SKILLS (PS)</p> <p>CREATED AND LOVED BY GOD (Theme 1) What is the meaning of our human existence? Why are human relationships so rewarding, yet all too frequently so painful? How can the powerful gift of sexuality be expressed in a way that is fully human? What wisdom can adults offer children, especially as they approach adolescence, that will help them weather the ups and downs of daily life and the challenges that we all face in our lives? These are the fundamental questions that <i>Fully Alive</i> explores.</p> <p>The opening theme, “Created and Loved by God,” provides a structure within which these questions can be considered. Theme One is the foundation of <i>Fully Alive</i>, and affirms the Christian belief that each person is made in the image of a loving God as the starting point in the search for answers about human existence. Everything that is said in later themes about living in a family, learning to be a friend, the dignity of the body, commitment, and participation in human society is informed and inspired by the message of Theme One.</p> <p>Grade 8 – Theme One focuses on:</p> <ul style="list-style-type: none"> • Deepening their understanding of the human person as a reflection of God. • Being encouraged to develop their understanding and an attitude of wonder toward |

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| <p>includes learning about the importance of a positive disposition and a forward-thinking outlook. Although students are not evaluated on their disposition and outlook, they are taught to be aware of and to manage their feelings.</p> <p>Learning the power of a positive attitude, learning to make connections between feelings and actions or between their personal strengths and the activities that they choose to do, for example, and developing the skills to respond to challenges and changes are all part of developing personal skills. (H&PE, p.20-21)</p> | <p>the human person.</p> <ul style="list-style-type: none"> • Being encouraged to respect and value the unique gifts of the human mind. • Accepting their responsibility to develop the gifts that make them human. • Examining the meaning of stress and using positive strategies for handling it (Scope and Sequence). |
| <p>PERSONAL SKILLS (PS) SPECIFIC EXPECTATIONS:</p> <p>1.1 use self-awareness and self-monitoring skills to help them understand their strengths and needs, take responsibility for their actions, recognize sources of stress, and monitor their own progress, as they participate in various physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (<i>e.g., Active Living: explain how knowing themselves – their likes, dislikes, strengths, and abilities – can help them determine which health-related and skill-related components of fitness to focus on when developing their fitness plan; Movement Competence: monitor improvements in their body control as they apply their understanding of the phases of movement – preparation, execution, follow-through – to the refinement of a variety of movement skills; Healthy Living: describe the importance of self-awareness in developing stress-management strategies</i>)</p> <p>1.2 use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (<i>e.g., Active Living: manage their improvement of different health-</i></p> | <p>FULLY ALIVE AND OTHER CATHOLIC EDUCATION RESOURCES AS THEY LINK TO PERSONAL SKILLS (PS)</p> <p>FULLY ALIVE</p> <p>THEME 1: CREATED AND LOVED BY GOD</p> <p>Topic 1: <i>The Wonder of Being Human, p.3</i></p> <ul style="list-style-type: none"> • Be encouraged to develop their understanding and an attitude of wonder toward the human person. <p>Topic 2: <i>The Human Mind, p.7</i></p> <ul style="list-style-type: none"> • Be encouraged to respect and value the unique gifts of the human mind. <p>Topic 3: <i>The Challenge of Being Human, p.22</i></p> <ul style="list-style-type: none"> • Accept their responsibility to develop the gifts that make them human. • Examine the meaning of stress and use positive strategies for handling it. <p>THEME 2: LIVING IN RELATIONSHIP</p> <p>Topic 1: <i>Building Bridges, p.34</i></p> <ul style="list-style-type: none"> • Deepen their understanding of the meaning of relationships. <p>THEME 4: GROWING IN COMMITMENT</p> <p>Topic 1: <i>Exploring Commitment, p.103</i></p> <ul style="list-style-type: none"> • Deepen their understanding of the meaning of commitment. <p>Topic 2: <i>A Special Kind of Commitment, p.110</i></p> <ul style="list-style-type: none"> • Accept themselves as changing, growing, maturing individuals. |

*related components of fitness by monitoring the frequency of their physical activity, the intensity of their activity, the types of activities they choose, and the length of time they are being active; **Movement Competence:** experiment with shifting weight and changing body position to find ways to make smoother transitions when performing a series of balances with a partner; **Healthy Living:** identify the type of support that is available to help with the various physical, emotional, cultural, social, and psychological issues that can arise in connection with sexuality and sexual health)*

Topic 3: Handling Stress, p.115

- Examine the meaning of stress and use positive strategies for handling it.

RELIGIOUS EDUCATION

We Are Stronger Together: Stand By Me

UNIT 6: WE BELIEVE IN...THE RESURRECTION OF THE BODY

Theme 1: Who Wants This Body? p.186-192

- Demonstrate a healthy, increasingly positive sense of self-respect and self-love.

SCRIPTURE

“Or do you not know that your body is a temple of the Holy Spirit within you, which you have from God...”
(1Corinthians 6:19)

VIRTUES

Faith, Love, Temperance, Fortitude

CATHOLIC SOCIAL TEACHINGS

Dignity

Solidarity

Community and the Common Good

ANCHOR CONCEPTS

Discovery

Revelation

Lifestyle

CATHOLIC THEMES

Faith

Dignity of the Human Person

CATHOLIC GRADUATE EXPECTATIONS

A Reflective, Creative and Holistic Thinker who:

CGE3d: Makes decisions in light of gospel values with an informed moral conscience.

A Self-Directed, Responsible, Lifelong Learner who:

CGE4e: Sets appropriate goals and priorities in school, work and personal life.

CGE4g: Examines and reflects on one’s personal values, abilities and aspirations influencing life’s choices and opportunities.

A Collaborative Contributor who:

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| | <p>CGE5c: Develops one’s God-given potential and makes a meaningful contribution to society.</p> |
| <p style="text-align: center;">INTERPERSONAL SKILLS (IS)</p> <p>As they participate in physical activities and healthy living discussions, students interact with each other in many ways and have numerous opportunities to develop interpersonal skills. These are the relationship and social skills and the verbal and non-verbal communications skills that students need in order to interact positively with others, collaborate effectively in groups, and build healthy relationships. They are critical to interactions in everyday life, and they help students develop a sense of belonging as they learn to find their own place in the world. (H&PE, p.21)</p> | <p style="text-align: center;">FULLY ALIVE AS IT LINKS TO INTERPERSONAL SKILLS (IS)</p> <p>LIVING IN RELATIONSHIP (Theme 2) Human existence is lived out with others. We are so deeply social by nature and so profoundly dependent on each other that we absorb our closest relationships into our very identities. We describe ourselves as husbands and wives, mothers and fathers, sons and daughters, sisters and brothers, and friends.</p> <p>In Theme 2, the exploration of the meaning of human existence continues with a focus on the significant relationships of family and friendship. The relational nature of persons reflects our origin. “From the mutual acceptance and love of Father, Son and Spirit comes the creation of the universe” (OCCB, <i>Curriculum Guideline for Family Life Education</i>). The mystery of the Trinity tells us that relationship and community are at the very heart of God. To be an image of God is to be an image of love. God is the supreme model for all relationships. To the extent that we are life-giving in our daily interactions, we are living out the essential vocation of the Christian, which is the vocation to love.</p> <p>Grade 8 – Theme Two focuses on:</p> <ul style="list-style-type: none"> • Deepening their understanding of the meaning of relationship. • Being encouraged to appreciate the value of intimate relationships. • Deepening their understanding of the role of the family. • Exploring the experience of friendship during adolescence (Scope and Sequence). |

**INTERPERSONAL SKILLS (IS)
SPECIFIC EXPECTATIONS:**

1.3 communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (*e.g., **Active Living:** give examples of how to communicate information clearly and concisely in an emergency situation; **Movement Competence:** congratulate opponents on a good play in a sincere way; **Healthy Living:** make adjustments to suit particular audiences – parents, peers, younger students, community members – when communicating to promote healthy eating*)

1.4 apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective team members (*e.g., **Active Living:** cooperate with others by respecting their choice of activities; encourage others when participating in activities like cross-country running; **Movement Competence:** work with a partner to try out different types of passes to evade opponents; **Healthy Living:** explain the positive aspects and the risks associated with close personal relationships and different levels of physical intimacy*)

**FULLY ALIVE AND OTHER CATHOLIC
EDUCATION RESOURCES AS THEY LINK TO
INTERPERSONAL SKILLS (IS)**

FULLY ALIVE

THEME 2: LIVING IN RELATIONSHIP

Topic 1: *Building Bridges*, p.34

- Deepen their understanding of the meaning of relationship.
- Be encouraged to appreciate the value of intimate relationships.

Topic 2: *The Family*, p.37

- Deepen their understanding of the role of the family.
- Be encouraged to develop a sense of perspective within their families.

Topic 3: *Friends*, p.49

- Explore the experience of friendship during early adolescence.
- Be encouraged to value the relationship of friendship.

RELIGIOUS EDUCATION

We Are Strong Together: Stand By Me

**UNIT 6: WE BELIEVE IN THE RESURRECTION
OF THE BODY**

Theme 2: *What's Sex Worth?*, p.196

- Outline the process of developing worthwhile relationships.

**UNIT 7: WE BELIEVE IN...LIFE
EVERLASTING**

Theme 1: *How is My Life Connected?*, p.210

- Explain the implications of the fact that we are called by God to live life to the fullest in harmony with the rest of creation.

SCRIPTURE

“For just as the body is one and has many members, and all the members of the body, though many, are one body, so it is with Christ.” (1Corinthians 12:12)

VIRTUES

Faith, Love

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| | <p style="text-align: center;">CATHOLIC SOCIAL TEACHINGS Community and the Common Good, Solidarity</p> <p style="text-align: center;">ANCHOR CONCEPTS Interdependence, Solidarity, Common Good, Globalism</p> <p style="text-align: center;">CATHOLIC THEMES Community and the Common Good Dignity of the Human Person Intimacy and Sexuality</p> <p>CATHOLIC GRADUATE EXPECTATIONS An Effective Communicator who: CGE2c: Presents information and ideas clearly and honestly and with sensitivity to others. A Collaborative Contributor who: CGE5a: Works effectively as an interdependent team member. CGE5e: Respects the rights, responsibilities and contributions of self and others.</p> |
| <p style="text-align: center;">CRITICAL AND CREATIVE THINKING SKILLS (CT)</p> <p>The ability to think critically and creatively will help students make healthier choices in all aspects of their lives. The health and physical education program gives students many opportunities to develop higher order thinking skills, to explore without fear of making mistakes, and to learn from their mistakes. Students will be able to apply these skills in many ways – to solving problems, resolving conflicts, making decisions, and setting goals. By helping students achieve personal goals and aspirations, these skills contribute to a sense of “becoming” – a sense of personal growth.</p> <p>In a variety of situations, students will learn to use their critical thinking skills to develop a plan and, within that context, to generate and organize information and ideas, then focus and clarify those ideas. They will learn and practise</p> | <p style="text-align: center;">FULLY ALIVE AS IT LINKS TO CRITICAL AND CREATIVE THINKING SKILLS (CT)</p> <p>GROWING IN COMMITMENT (Theme 4) To live in a way that is fully human is a life-long challenge that begins in childhood. Growth toward maturity, toward wholeness, is never a straight path. In the process of learning to make wise decisions about our lives, mistakes are made, often because of lack of reflection or limited life experiences. There are also times when we are unwilling to pay the price demanded by our Christian values.</p> <p>We are created free, but this freedom is best expressed as a freedom <i>for</i>, rather than a freedom <i>from</i>. We are free so that we can become the people God intends us to be. We are free so that we can follow the example of Christ, who is the model of all that is fully human. This freedom to choose and decide is exercised over the course of a lifetime — when there are difficult choices to be made, unexpected consequences to be accepted, significant decisions to think about, and daily</p> |

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| <p>using a process to analyse, synthesize, and evaluate ideas and information. When they have arrived at a decision, goal, or solution, they will have opportunities to present the information in a variety of ways. Finally, students will learn to reflect on and evaluate the entire process, thinking about what went well, what could have been done differently, and what should be done next. (H&PE, p.21)</p> | <p>responsibilities to be fulfilled. Life makes demands, and as we grow up we become more aware of these demands and the importance of our response.</p> <p>With the approach of adolescence, decisions become increasingly complex. Parents and teachers can provide guidance and encouragement. They can limit choices, make rules, and apply consequences when responsibilities are neglected. They can serve as models of commitment whose lives reflect Gospel values and the witness of the Church. But within the world of home, school, and community, it is essential for students to begin to recognize their responsibility for their lives as sons and daughters, friends, students and classroom members.</p> <p>As in Theme One, in which the students are encouraged to recognize the uniqueness and value of their lives, in Theme Four they are invited to see themselves as agents in the process of their growth toward maturity.</p> <p>Grade 8 - Theme Four focuses on:</p> <ul style="list-style-type: none"> • Deepening their understanding of the meaning of commitment. • Exploring the changing nature of commitments during adolescence. • Exploring the meaning of the commitment to be true to themselves. • Examining the meaning of stress and strategies for handling it. • Encouraging them to use positive strategies for handling stress in their lives. |
| <p>CRITICAL AND CREATIVE THINKING SKILLS (CT) SPECIFIC EXPECTATIONS:</p> <p>1.5 use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education (<i>e.g., Active Living: track and analyse changes in their health-related</i></p> | <p>FULLY ALIVE AND OTHER CATHOLIC EDUCATION RESOURCES AS THEY LINK TO CRITICAL AND CREATIVE THINKING SKILLS (CT)</p> <p>FULLY ALIVE THEME 4: GROWING IN COMMITMENT Topic 1: <i>Exploring Commitment</i>, p.103</p> <ul style="list-style-type: none"> • Deepen their understanding of the meaning of commitment. • Explore the changing nature of commitments during adolescence. |

components of fitness over a designated period of time, and make any necessary adjustments in their fitness plans; plan ways to promote the involvement of all the students in the school in “healthy schools” activities such as litter-less lunch programs and active recess activities;
Movement Competence: explain how developing movement competence and building confidence influence the extent to which people participate in physical activity; **Healthy Living:** analyse potentially dangerous situations and devise solutions for making them safer)

Topic 2: A Special Kind of Commitment, p.110

- Explore the meaning of the commitment to be true to themselves.
- Be encouraged to accept themselves as changing, growing and maturing individuals.

RELIGIOUS EDUCATION

We Are Strong Together: Stand by Me

UNIT 1: WE BELIEVE IN THE HOLY SPIRIT

Theme 1: What do they expect me to do now?, p.34

- Identify and evaluate expectations that affect their behaviour.

SCRIPTURE

“Created in the image of God...” (Genesis 1)

VIRTUES

Faith, Love

CATHOLIC SOCIAL TEACHINGS

Rights and Responsibilities
 Interdependence

ANCHOR CONCEPTS

Creativity/Design
 Discovery
 Revelation

CATHOLIC GRADUATE EXPECTATIONS

A Reflective, Creative and Holistic Thinker who:

CGE3b: Creates, adapts, evaluates new ideas in light of the common good.

CGE3c: Thinks reflectively and creatively to evaluate situations and solve problems.

CGE3f: Examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

A Collaborative Contributor who:

CGE5b: Thinks critically about the meaning and purpose of work.

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| <p style="text-align: center;">A. ACTIVE LIVING</p> <p>The Active Living strand helps students develop the skills and knowledge needed to participate regularly and safely in physical activity, while enjoying being physically active and learning how to develop and enhance their own personal fitness. Learning through physical activity helps to enhance students’ physical literacy. Daily physical activity (DPA) is one important component of this strand. Participating in daily moderate to vigorous physical activity helps to build a habit of activity that becomes a part of each student’s routine and way of life. (H&PE, p.21)</p> <p>OVERALL EXPECTATIONS:</p> <p>By the end of Grade 8, students will:</p> <p>A1. participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of how personal motivational factors can be used to encourage participation in physical activity;</p> <p>A2. demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living;</p> <p>A3. demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.</p> | <p style="text-align: center;">FULLY ALIVE AS IT LINKS TO ACTIVE LIVING</p> <p>The call to be active in the world calls us to cultivate the awareness of the richness and potential of human activity in the world and of the interdependence of all people in the human family. With this awareness, an attitude of Christian care and personal involvement in the world can be nurtured and developed.</p> <p>The Catholic anchor concept of interdependence celebrates the giftedness of the individual person or community in relationship with others for the good of the greater whole. Interdependence thus affirms both autonomy and interrelatedness. Interdependence recognizes that we benefit as individuals and as a collective from the diverse talents and gifts of our neighbours.</p> <p>“...sport has brought you together from different countries in a common interest and shared goals. Your passion for sport is a building block of human solidarity, friendship and goodwill among peoples. May your physical exertions be a part of your quest for the higher values which build character and give you dignity and a sense of achievement, in your own eyes and in the eyes of others. In Christian terms, life itself is a contest and a striving for goodness and holiness.” (Pope John Paul II, <i>Jubilee of Sports People</i>, October 2000)</p> |
| <p>ACTIVE LIVING SPECIFIC EXPECTATIONS:</p> <p>A1. ACTIVE PARTICIPATION</p> <p>A1.1 actively participate according to their capabilities in a wide variety of program activities (<i>e.g., individual, small-group, and large-group activities; movement and rhythmic activities; dance; outdoor pursuits</i>) [PS, IS]</p> <p>A1.2 demonstrate an understanding of factors that contribute to their personal enjoyment of being active (<i>e.g., being able to adapt activities to suit individual needs and preferences; having</i></p> | <p style="text-align: center;">FULLY ALIVE AND OTHER CATHOLIC EDUCATION RESOURCES AS THEY LINK TO ACTIVE LIVING</p> <p style="text-align: center;">FULLY ALIVE</p> <p style="text-align: center;">THEME 5: LIVING IN THE WORLD</p> <p>Topic 1: A Common Project, p.121</p> <ul style="list-style-type: none"> • Explore the meaning of individual and social justice. • Deepen their understanding of their responsibility to participate in building a loving and just society. <p>Topic 3: Growing Toward Social Justice, p.135</p> <ul style="list-style-type: none"> • Explore personal qualities and skills that are |

a choice of activities and choices within activities; being comfortable with the activities, both socially and emotionally; being able to take part in activities in a natural environment; being able to take part in activities that are culturally relevant), as they participate in a diverse range of physical activities in a variety of indoor and outdoor environments [PS]

A1.3 demonstrate an understanding of factors that motivate personal participation in physical activities every day (*e.g., gaining health benefits, including release from stress; having interpersonal interactions; becoming more independent in daily living activities; experiencing personal enjoyment*), and explain how these factors can be used to influence others (*e.g., friends, family, members of the community*) to be physically active [CT]

A2. PHYSICAL FITNESS

A2.1 Daily Physical activity (DPA): participate in sustained moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to the best of their ability for a minimum of twenty minutes each day (*e.g., capture the flag, four-corner soccer, ball fitness activities*) [PS]

A2.2 recognize the difference between health-related components of personal fitness (i.e., cardiorespiratory endurance, muscular strength, muscular endurance, flexibility) and skill-related components (i.e., balance, agility, power, reaction time, speed, and coordination), and explain how to use training principles to enhance both components [CT]

A2.3 assess their level of health-related fitness (i.e., cardiorespiratory endurance, muscular strength, muscular endurance, flexibility) during various physical activities and monitor changes in fitness levels over time (*e.g., by tracking heart rates, recovery time, how they feel during and after activity, level of participation; noting increase in range of*

essential to practice social justice.

- Be encouraged to participate in the work of social justice.

RELIGIOUS EDUCATION

We Are Strong Together: Stand By Me

UNIT 1: WE BELIEVE IN THE HOLY SPIRIT

Theme 4: *What does it take to really win?*, p.60

- Define solidarity and explain how the nature of God as Trinity calls us to live in solidarity with each other.

UNIT 7: WE BELIEVE IN JESUS...LIFE EVERLASTING

Theme 3: *Do I Live Justly?*, p.232

- Explain our responsibility not only for those who are close to us, but also for people in need wherever they may be.
- Take a stand for justice and do what they can within their own community.

SCRIPTURE

“The merciful lend to their neighbours; by holding out a helping hand they keep the commandments.” (Sirach 29:1)

VIRTUES

Fortitude, Temperance

CATHOLIC SOCIAL TEACHINGS

Option for the Poor and Vulnerable
Community and the Common Good

ANCHOR CONCEPTS

Lifestyle, Empowerment, Globalism,
Stewardship, Vocation

CATHOLIC GRADUATE EXPECTATIONS

A Discerning Believer Formed in the Catholic Faith Community who:

CGE1d: Develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good.

A Self-Directed, Responsible, Lifelong Learner who:

CGE4a: Demonstrates a confident and positive sense

motion when doing yoga stretches; tracking increases in the number of repetitions when doing arm curls with exercise bands) [PS, CT]

A2.4 develop, implement and revise a personal plan to meet short- and long-term health-related fitness and physical activity goals [PS, CT]

A3. SAFETY

A3.1 demonstrate behaviours and apply procedures that maximize their safety and that of others (*e.g., following appropriate procedures and guidelines; demonstrating social responsibility; encouraging others to act safely; wearing sunscreen, long sleeves, sunglasses, and a hat to limit UV exposure*) in a variety of physical activity settings (*e.g., school, community recreational facilities, outdoor recreational venues*) [PS, IS]

A3.2 demonstrate a basic understanding of how to deal with emergency situations that may occur while participating in physical activity (*e.g., remain calm, know when more help is needed or when to call 9-1-1, know where to get more help, know how to recognize symptoms of asthma or anaphylaxis, move objects that may be a safety hazard away from the injured person, know what an automated external defibrillator (AED) is and be aware of where they are located in community facilities*) [PS, CT]

Teacher prompt: “How can we demonstrate teamwork, fair sports play and solidarity when we are part of a sports team or club?”

Student response: “We recognize each other’s abilities and limitations, we encourage each other, we show positive attitudes toward the sport and our team mates, we lose graciously, we focus on having fun and not winning, we always give our best effort, we respect the official’s decisions, etc.”

of self and respect for the dignity and welfare of others.

A Collaborative Contributor who:

CGE5e: Respects the rights, responsibilities and contributions of self and others.

CGE5g: Achieves excellence, originality, and integrity in one’s own work and supports these qualities in the work of others.

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| <p>Teacher prompt: “Identify some activities/sports that focus on: a) cardiovascular fitness; b) muscular fitness; c) flexibility.”</p> <p>Student responses: a) running, swimming, cycling; b) weight training; c) stretching, yoga, Pilates.</p> | |
| <p>B. MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES</p> <p>The Movement Competence strand helps students develop the movement competence needed to participate in physical activities through the development of movement skills and the related application of movement concepts and movement strategies. As students develop their confidence and competence, they will be developing their physical literacy. Students are also introduced to movement principles in developmentally appropriate ways. These principles are indicated in the expectations through examples and teacher prompts that illustrate how skills can be applied at different ages and stages. The students learn kinesthetically in this strand, as in the Active Living strand, and have regular opportunities in every grade to develop and practise their personal movement skills. (H&PE, p.23)</p> <p>OVERALL EXPECTATIONS:</p> <p>By the end of Grade 8, students will:</p> <p>B1. perform movement skills, demonstrating an understanding of the basic requirements of the skills and applying movement concepts as appropriate, as they engage in a variety of physical activities;</p> <p>B2. apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities, in order to enhance their ability to participate successfully in those activities.</p> | <p>FULLY ALIVE AS IT LINKS TO MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES</p> <p>The qualities or virtues that <i>Fully Alive</i> encourages include: reverence, respect for self-respect for others, responsibility, initiative, kindness, gratitude, perseverance, honesty, integrity, chastity, justice, courage, empathy, and hope.</p> <p>For students one of the great challenges in the development of identity is the mastery of a new repertoire of skills. “Who I am is what I can do”—particularly at school. As teachers, we must consider all of the growing, changing, and learning that the children have already experienced and will experience in the future.</p> <p>We encourage them to look with pride on their accomplishments. Since students develop at different rates and have a variety of gifts, it is important to accept and affirm each person’s unique pattern of growth.</p> <p>At the same time, we encourage students to see their future learning as exciting and challenging. Acquiring skills and developing talents invariably involves hard work, mistakes, and occasional failures. For learning, mistakes can be as important as successes. The self-esteem and confidence of each student are also crucial for future learning. Students must not lose their courage for growth.</p> <p>It is important for the students to understand that they are much more than what they have learned to do. Just</p> |

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| | <p>as they learn new skills, they also learn to grow in spirit of kindness, generosity and helpfulness.</p> <p>“Sport, properly directed, develops character, makes a person courageous, a generous loser, and a gracious victor; it refines the senses, gives intellectual penetration, and steals the will to endurance. It is not merely a physical development then. Sport, rightly understood, is an occupation of the whole person, and while perfecting the body as an instrument of the mind, it also makes the mind itself a more refined instrument for the search and communication of truth and helps the person to achieve that end to which all others must be subservient, the service and praise of the Creator.” (Pope Pius XII, Sport at the First Service of the Spirit, July 29, 1945)</p> |
| <p>MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES SPECIFIC EXPECTATIONS:</p> <p>B1. MOVEMENT SKILLS AND CONCEPTS</p> <p>B1.1 perform smooth transfers of weight and rotations, in relation to others and equipment, in a variety of situations involving static and dynamic balance (<i>e.g., display control while stepping and turning on and off steps during an aerobic routine; move smoothly between positions and twists during a Pilates activity; work with a partner to create a sequence that involves holding a partner’s partial or whole weight when transferring from one balance to another</i>) [PS, IS]</p> <p>B1.2 perform a wide variety of locomotor movements, with and without equipment, while responding to a variety of external stimuli (<i>e.g., approach, take off, and land when doing a triple jump into a pit; strive to beat a time record in orienteering; choreograph a dance sequence in response to music; perform step aerobics at different tempos; change styles of cross-country skiing depending on snow and terrain conditions, using a skate technique of open, flat sections and a classic technique on narrower trails</i>) [PS]</p> | <p>FULLY ALIVE AND OTHER CATHOLIC EDUCATION RESOURCES AS THEY LINK TO MOVEMENT COMPETENCE: SKILLS, CONCEPTS, AND STRATEGIES</p> <p>FULLY ALIVE</p> <p>THEME 1: CREATED AND LOVED BY GOD</p> <p>Topic 3: <i>The Challenge of Being Human</i>, p.22</p> <ul style="list-style-type: none"> • Exploring some of the challenges in their lives. • Encouraging them to accept their responsibility to develop the gifts that make them human. <p>SCRIPTURE</p> <p><i>“I have competed well, I have finished the race. I have kept the faith.”</i> (2Timothy 4:7)</p> <p><i>“Do you know that in a race the runners all compete, but only one receives the prize? Run in such a way that you may win it.”</i> (1Corinthians 9:24-27)</p> <p><i>“The merciful lend to their neighbours; by holding out a helping hand they keep the commandments.”</i> (Sirach 29:1)</p> <p>VIRTUES</p> <p>Temperance, Fortitude</p> <p>CATHOLIC SOCIAL TEACHINGS</p> <p>Human Dignity, Solidarity Community and the Common Good, Empowerment</p> |

B1.3 use and combine sending, receiving, and retaining skills in response to a variety of external stimuli, while applying basic principles of movement (*e.g., shift weight and use all joints for maximum force when throwing against the wind; put an appropriate spin on the ball when throwing a football or rolling a ball around an obstacle in front of a target; sprint to catch a pass that has been thrown short to an open space away from defenders; while moving to music, transfer a rhythmic gymnastics ball from one hand to the other, using the momentum of the movement to hold on to the ball; show awareness of others' positions when taking off and landing in a basketball layup; move body to retain an object in flag tag while evading defenders; keep the basketball on their lap while moving and evading a defender in wheelchair basketball*) [PS, IS]

B1.4 demonstrate an understanding of the phases of movement (*i.e., preparation, execution, follow-through*) and apply this understanding to the refinement of movement skills in a variety of physical activities (*e.g., assume a ready position, swing, and follow through in a badminton stroke; reach, pull, and recover when doing the back crawl*) [PS]

B2. MOVEMENT STRATEGIES

B2.1 demonstrate an understanding of the components of a range of physical activities (*e.g., movement skills, game structures, basic rules and guidelines, conventions of fair play and etiquette*), and apply this understanding as they participate in a variety of physical activities in indoor and outdoor environments [IS, CT]

B2.2 demonstrate an understanding of how movement skills, concepts, and strategies are transferable across different physical activities within various categories (*e.g., individual, target, net/wall, striking/fielding, territory*), and identify skills, concepts, and strategies that they

ANCHOR CONCEPTS

Lifestyle, Revelation, Empowerment
Human Dignity

CATHOLIC GRADUATE EXPECTATIONS A Self-Directed, Responsible, Lifelong Learner

who:

CGE4a: Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others.

CGE4h: Participates in leisure and fitness activities for a balanced and healthy lifestyle.

found effective while participating in a variety of physical activities in different categories [CT]

B2.3 apply a variety of tactical solutions to increase chances of success as they participate in physical activities (*e.g., individual activities: use conscious breathing to enhance movement during a fitness activity; toss balls or beanbags in an even pattern and keep eyes focused at the peak of the toss when learning to juggle with three objects; target activities: position balls or rocks in a place that makes it difficult for the opposing team to score in games such as bocce or curling; net/wall activities: choose the type of shot and consider the placement of the shot to gain an offensive advantage; striking/fielding activities: send the object away from the defenders to allow for more time to score before the fielders retrieve the object; territory activities: send a pass that places the object closer to the goal; keep their body between the object and the defender while moving; practise using a fast transition from offence to defence*) [IS, CT]

Teacher prompt: “Make a list of everyday things that we do where we use the gift of our bodies in functionally active ways.”

Student responses: “Using stairs, lifting objects, bending down, reaching high to get something, shovelling snow, etc.”

Teacher prompt: “Identify some people who are life giving members of your community who can offer support to help you learn about movement skills.”

Student answer: “Teachers, parents, fitness instructors, coaches, nurses, doctors, etc.”

C. HEALTHY LIVING

With *The Ontario Curriculum, Grades 1-8: Health and Physical Education, Interim Edition, 2010 (revised)*, schools will continue to teach “Growth and Development” as outlined in the 1998 curriculum instead of the Human Development and Sexual Health expectations. *The Ontario Curriculum, Grades 1-8: Health and Physical Education, Interim Edition, 2010 (revised)*, has the Human Development and Sexual Health Expectations removed and the Growth and Development expectations as outlined in the 1998 curriculum inserted for each grade.

The Healthy Living strand helps students develop an understanding of the factors that contribute to healthy development, a sense of personal responsibility for lifelong health, and a respect for their own health in relation to others and the world around them. Students will develop health literacy as they acquire the knowledge and skills they need to develop, maintain, and enjoy healthy lifestyles as well as to solve problems, make decisions, and set goals that are directly related to their personal health and well-being. Learning how to establish, monitor, and maintain healthy relationships is a key part of this strand. (H&PE, p.29)

OVERALL EXPECTATIONS:

By the end of Grade 8, students will:

- C1.** demonstrate an understanding of factors that contribute to healthy development;
- C2.** demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;
- C3.** demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others’

FULLY ALIVE AS IT LINKS TO HEALTHY LIVING

Fully Alive opens each grade with a reflection on the high calling of the human person, made in God’s image, and loved from the first moment of existence.

Fully Alive is intended to help our students know God’s love for them. It invites them to reflect and appreciate the love they receive from their family members, friends and others. It offers hope to students who live in difficult or painful situations and encourages them to recognize the signs of God’s love in their lives.

The process of growth that begins at conception and continues through infancy and childhood reaches an extraordinary point of development with the onset of puberty. Puberty not only results in biological change, but emotional and spiritual change as well. All relationships are affected. All is adjusted and readjusted as strange and unimagined feelings flood the body and soul. Adolescence is a time of learning the true from the false signs of affection, lasting love from passing infatuation. *Fully Alive* provides students with a positive sense of their developing sexuality. It prepares them for the beginning of a new force in their bodies, the power of fertility, and encourages in them a sense of personal involvement in a wonderful process of growth, discovery and new responsibilities. (*Fully Alive* Gr.8, p. iii, iv)

Grade 8 – Theme Three focuses on:

- Examining their present understanding of sexuality.
- Exploring the Christian vision of sexuality.
- Exploring the meaning of intimacy, marriage, sexual intimacy, the single state, celibacy and chastity.
- Deepening their understanding of God’s plan for human sexuality.
- Exploring appearance, sexual attraction, and relationships from the perspective of adolescent growth and development.
- Deepening their commitment to follow God’s plan.
- Identifying major sexually transmitted diseases

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| <p>health and well-being.</p> | <p>and some of their consequences.</p> <ul style="list-style-type: none"> • Exploring methods of family planning in the light of Christian values. |
| <p>HEALTHY LIVING SPECIFIC EXPECTATIONS:</p> <p>C1. UNDERSTANDING HEALTH CONCEPTS</p> <p>Healthy Eating C1.1 demonstrate an understanding of different types of nutrients (<i>e.g. macronutrients and micronutrients</i>) and their functions</p> <p>Personal Safety and Injury Prevention C1.2 identify situations that could lead to injury or death (<i>e.g., head injuries in contact sports, spinal cord injuries from falls or diving into unknown water, injuries in car accidents</i>) and describe behaviours that can help to reduce risk (<i>e.g., wearing protective gear, especially helmets; thinking before acting; avoiding conflicts that could lead to violence; avoiding diving into unknown water; being cautious when driving or riding ATVs, tractors, boats, or snowmobiles; being aware of food safety when cooking and preparing food</i>) [CT]</p> <p>Substance Use, Addictions, and Related Behaviours C1.3 identify and describe the warning signs of substance misuse or abuse, addictions, and related behaviours (<i>e.g., changes in behaviour, gradual withdrawal from social circles, a drop in academic performance</i>) and the consequences that can occur (<i>e.g., aggressive behaviours related to alcohol use that can lead to gender-based violence, dating violence, or sexual assault; financial problems resulting from online gambling; overdose as a result of misuse of prescription medications, including pain relievers; inability to make good decisions as a result of drug use; binge drinking and alcohol poisoning; injury, death, or legal charges resulting from accidents caused by impaired driving; self-harming behaviours,</i></p> | <p>FULLY ALIVE AND OTHER CATHOLIC EDUCATION RESOURCES AS THEY LINK TO HEALTHY LIVING</p> <p>FULLY ALIVE</p> <p>THEME 1: CREATED AND LOVED BY GOD Topic 3: <i>The Challenge of Being Human</i>, p.22</p> <ul style="list-style-type: none"> • Explore some of the challenges in their lives. • Be encouraged to accept their responsibility to develop gifts that make them human. <p>THEME 4: GROWING IN COMMITMENT Topic 2: <i>A Special Kind of Commitment</i>, p.110</p> <ul style="list-style-type: none"> • Explore the meaning of the commitment to be true to themselves. • Be encouraged to accept themselves as changing, growing and maturing individuals. <p>THEME 5: LIVING IN THE WORLD Topic 2: <i>Some Issues in Social Justice</i>, p.126</p> <ul style="list-style-type: none"> • Examine issue of respect for life. <p>SCRIPTURE</p> <p><i>“Do not follow your base desires, but restrain your appetites.”</i> (Sirach 18:30)</p> <p>VIRTUES</p> <p>Love, Temperance, Prudence, Fortitude</p> <p>CATHOLIC SOCIAL TEACHINGS</p> <p>Human Dignity, Rights and Responsibilities, Stewardship of Creation</p> <p>ANCHOR CONCEPTS</p> <p>Lifestyle, Human Dignity, Discovery</p> <p>CATHOLIC THEMES</p> <p>Intimacy and Sexuality</p> <p>CATHOLIC GRADUATE EXPECTATIONS A Reflective, Creative and Holistic Thinker who: CGE3d: Makes decisions in light of gospel values</p> |

including cutting, related to mental illnesses such as depression that are exacerbated by substance abuse; fetal alcohol spectrum disorder (FASD) in children as a result of alcohol abuse by the mother during pregnancy)

Teacher prompt: “What are some ways to deal with situations where we would be influenced by peer pressure that would jeopardize our gift of life and well-being?”

Student response: “Find a circle of friends who have similar values, practise saying “no” assertively, don’t attend parties where you know drugs or alcohol will be present, think about the negative consequences of unhealthy living and what it means for future goals.”

Teacher prompt: “How do we develop and nurture our God-given gift of life?”

Student response: “Engage in regular moderate exercise, evaluate personal food choices, effective stress management, avoid abusive substances and dangerous situations, develop our talents and gifts through practice and commitment to our goals.”

C2. MAKING HEALTHY CHOICES

Healthy Eating

C2.1 evaluate personal food choices on the basis of a variety of criteria, including serving size, nutrient content, energy value, and ingredients (*e.g., fats, carbohydrates, protein, vitamins and minerals, calories, additives, allergens*), preparation method, and other factors that can affect health and well-being [CT]

Personal Safety And Injury Prevention

C2.2 demonstrate the ability to assess situations for potential dangers (*e.g., getting into a car with a stranger or an impaired, unlicensed, or inexperienced driver; dependencies or coercion in dating relationships; joining gangs;*

with an informed moral conscience.

A Self-Directed, Responsible, Lifelong Learner who:

CGE4g: Examines and reflects on one’s personal values, abilities and aspirations influencing life’s choices and opportunities.

A Caring Family Member who:

CGE6b: Recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended.

A Responsible Citizen who:

CGE7d: Promotes the sacredness of life.

participating in violence; attending a party where alcohol or drugs are being used; using cosmetic procedures or treatments such as piercing, tattooing, crash diets, or artificial tanning that involve potential health risks), and apply strategies for avoiding dangerous situations [CT]

Substance Use, Addictions, And Related Behaviours

C2.3 explain how stress affects mental health and emotional well-being, and demonstrate an understanding of how to use a variety of strategies for relieving stress and caring for their mental health (*e.g., engaging in physical activity, listening to music, resting, meditating, talking with a trusted individual, practising smudging*) [PS]

C3. MAKING CONNECTIONS FOR HEALTHY LIVING

Healthy Eating

C3.1 identify strategies for promoting healthy eating within the school, home, and community (*e.g., implementing school healthy food policies, launching healthy-eating campaigns, choosing healthy food items to sell in fundraising campaigns, getting involved in family meal planning, learning food preparation skills, urging local restaurants to highlight healthy food choices*) [CT]

Personal Safety And Injury Prevention

C3.2 analyse the impact of violent behaviours, including aggression, anger, swarming, dating violence, and gender-based or racially based violence, on the person being targeted, the perpetrator, and bystanders, and describe the role of support services in preventing violence (*e.g., help lines, school counsellors, social workers, youth programs, shelters, restorative justice programs*) [CT]

**GROWTH AND DEVELOPMENT (1998)
OVERALL EXPECTATIONS:**

By the end of Grade 8, students will:

- identify the physical, emotional, interpersonal, and spiritual aspects of healthy sexuality (e.g., respect for life, ethical questions in relationships, contraception);
- identify local support groups and community organizations (e.g., public health offices) that provide information or services related to health and well-being;
- apply living skills (e.g., decision-making, problem-solving, and refusal skills) to respond to matters related to sexuality, drug use, and healthy eating habits.

THEME 3: CREATED SEXUAL: MALE AND FEMALE

As the students approach the life stage of adolescence, they bring with them a variety of ideas about sexuality. First, there is the information they have been given at home and at school. They have learned that males and females are physically different, and that these differences are related to our potential for motherhood and fatherhood. Within the relationship of marriage, sexual intercourse between husband and wife expresses a love that is truly life-giving both spiritually and physically. Parents share in God's creative power, and the children of their marriage are a special sign of their love. The students have learned that new human life begins with conception, and they have traced its development from a single cell created by the union of sperm and ovum to the birth of a baby.

Beyond this information about sexuality, students of this age also bring with them their attitudes, which are shaped by the home, the school, and the wider society, in particular, by the media. Sexuality is deeply relational, and in homes where parents co-operate, appreciate the work that each does for the family, and show their affection and respect for each other and for their children, positive attitudes about the complementarity of males and females are developed. At school, the students have been taught that sexuality is one of the marvelous gifts of creation, and they have been encouraged to take pride in being males and females. The Christian understanding of marriage and family, with its stress on commitment and generosity, has also been explored.

These have been positive influences on students, influences that lead to attitudes about sexuality that are fully human. But there are other influences in our society that degrade sexuality, making us less than we are intended to be. The media often both reflect and create an understanding of sexuality that is less than human. Its relational dimensions appear casual, uncommitted, and frequently exploitive, and its pro-creational dimensions are either ignored or rejected. All students, to a greater or lesser extent, are exposed to and influenced by this distorted image of sexuality.

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| | <p>Theme Three provides an opportunity for them to examine the messages they are receiving, and for teachers to begin speaking about the importance of modesty and chastity. As in the earlier grades, students are encouraged to deepen their understanding of the life-giving and loving dimensions of human sexuality, and, as they get older and enter the later grades, to grow in their personal commitment to chastity.</p> |
| <p>SPECIFIC EXPECTATIONS (1998):</p> <p>By the end of Grade 8, students will:</p> <ul style="list-style-type: none"> • explain the importance of abstinence as a positive choice for adolescents; • identify symptoms, methods of transmission, prevention, and high-risk behaviours related to common STDs, HIV, and AIDS; • identify methods used to prevent pregnancy; • apply living skills (e.g., decision-making, assertiveness, and refusal skills) in making informed decisions, and analyse the consequences of engaging in sexual activities and using drugs; • identify sources of support (e.g. parents/guardians, doctors) related to healthy sexuality issues. | <p style="text-align: center;">FULLY ALIVE AND OTHER CATHOLIC EDUCATION RESOURCES AS THEY LINK TO GROWTH AND DEVELOPMENT (1998)</p> <p>THEME 3: CREATED SEXUAL: MALE AND FEMALE</p> <p>Topic 1: <i>Understanding Sexuality</i>, p.62</p> <ul style="list-style-type: none"> • Examine their present understanding of sexuality. • Explore the Christian vision of sexuality. <p>Topic 2: <i>Male and Female Persons: In Relationship</i>, p.70</p> <ul style="list-style-type: none"> • Explore the meaning of intimacy, marriage, sexual intimacy, the single state, celibacy and chastity. • Deepen their understanding of God’s plan for human sexuality. <p>Topic 3: <i>Male and Female Persons: Growing Up</i>, p.74</p> <ul style="list-style-type: none"> • Exploring appearance, sexual attraction, and relationships from the perspective of adolescent growth and development. • Deepening their commitment to follow God’s plan. <p>Topic 4: <i>The Gift of Fertility</i>, p.93</p> <ul style="list-style-type: none"> • Identifying major sexually transmitted diseases and some of their consequences. • Exploring methods of family planning in the light of Christian values. <p style="text-align: center;">RELIGIOUS EDUCATION We Are Strong Together: Stand By Me UNIT 6: WE BELIEVE IN THE RESURRECTION OF THE BODY</p> <p>Theme 2: <i>What’s Sex Worth?</i>, p.196</p> <ul style="list-style-type: none"> • Outline the process of developing worthwhile relationships. |

SCRIPTURE

“Love is patient; love is kind; love is not envious or boastful or arrogant or rude. It does not insist on its own way; it is not irritable or resentful; it does not rejoice in wrongdoing, but rejoices in the truth. It bears all things, believes all things, hopes all things, endures all things. Love never ends.” (1Corinthians 13:4-8)

VIRTUES

Love, Temperance, Prudence, Fortitude

CATHOLIC SOCIAL TEACHINGS

Human Dignity
Rights and Responsibilities
Stewards of the Earth

ANCHOR CONCEPTS

Lifestyle
Human Dignity
Discovery

CATHOLIC THEMES

Intimacy and Sexuality

CATHOLIC GRADUATE EXPECTATIONS

A Reflective, Creative and Holistic Thinker who:

CGE3d: Makes decisions in light of gospel values with an informed moral conscience.

A Self-Directed, Responsible, Lifelong Learner who:

CGE4g: Examines and reflects on one’s personal values, abilities and aspirations influencing life’s choices and opportunities.

A Caring Family Member who:

CGE6b: Recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended.

A Responsible Citizen who:

CGE7d: Promotes the sacredness of life.