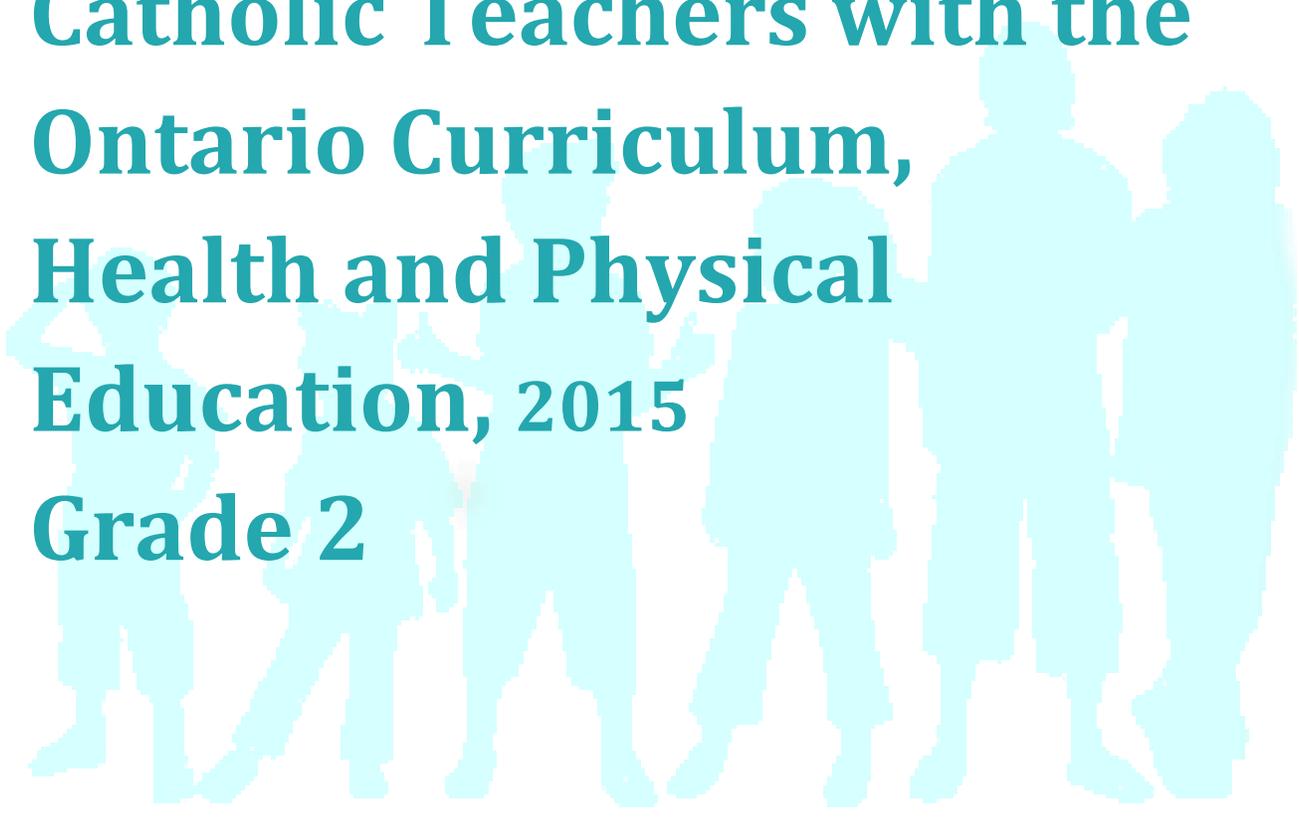


**Supplemental Resources for
Fully Alive to Support
Catholic Teachers with the
Ontario Curriculum,
Health and Physical
Education, 2015
Grade 2**



Supplemental Resources for *Fully Alive* to Support Catholic Teachers with the Ontario Curriculum,
Grades 1 to 8, Health and Physical Education, 2015

2016, Institute for Catholic Education.

Thank you to the many educators from across the province who provided input and reviewed this document.

Overview

In Ontario, the Ministry of Education is responsible for the development of curriculum policy documents and in 2003, the Ministry established an ongoing cycle of curriculum review. A review is not the development of a completely new curriculum, but it is intended to ensure that curriculum remains current and relevant and is developmentally appropriate from Kindergarten to Grade 12 in all subjects. The curriculum review process is a research-based and evidence-informed process that begins with third party research and benchmarking of the Ontario curriculum against curricula from across Canada and around the world. Teams of experts from across the province analyze the current curriculum against the desired state for the revised curriculum. All information gathered from experts, focus groups, consultation, and research is synthesized and directions for revision are identified.¹ A number of subject disciplines enter the review process each year and Health and Physical Education was reviewed and updated in 2015.

The Health and Physical Education review process was informed by Health Canada’s “determinants of health” (that is factors and conditions that can have a significant influence on a person’s health): income and social status, social support networks, education and literacy, employment and working conditions, physical and social environments, biology and genetic endowment, personal health practices and coping skills, healthy child development, availability and quality of health services, gender, culture, and other factors.² Other recent models describe and group the factors differently and include additional factors, such as stress, food, insecurity, care in early life, and Aboriginal status. (HPE p. 12)

Together these factors affect an individual’s overall state of physical, mental, social, emotional and spiritual well-being. They influence not only whether a person stays healthy or becomes ill but also the extent to which a person possesses the physical, social, and personal resources needed to identify and achieve personal aspirations, satisfy needs, and cope with the environment. These factors have an impact on student learning as a whole, and are strongly connected to learning in health and physical education. Although students have varying degrees of control over these factors, it is important to be aware of them as contributing factors in student performance. It is also important to recognize the value of personal strategies that can be learned and practised to foster well-being in the face of stressful and challenging life circumstances. (HPE p. 12)

Initially, much of the discussion about the Health and Physical Education (2015) curriculum was narrowly focused around issues of human sexuality, and how such issues would be taught within the context of the classroom. There is such diversity in our contemporary society that it should come as no surprise that citizens hold a variety of perspectives about human sexuality, and about what might appropriately be discussed within the home, or the school, at any particular age.

Commencing in February 2015, Catholic educators initiated a review of the revised Health and Physical Education (HPE) 2015 Curriculum, exploring and mapping the alignment of the HPE curriculum with the Family Life Education Curriculum (FLE) 2012, approved by the Assembly of Catholic Bishops of Ontario and taught in Ontario Catholic schools, and the Catholic Graduate Expectations. The work confirms that the HPE curriculum can be implemented in a manner that is respectful of, and consistent with the perspective and mandate of Catholic schools.

¹ <http://www.edu.gov.on.ca/curriculumreview/process.html>

² www.publichealth.gc.ca

In Ontario Catholic schools, the knowledge, skills, attitudes, and values acquired in the Family Life Education program complement those instilled by families, and reflect a distinctively Catholic view of human life, sexuality, marriage and family. Catholic elementary schools will address the Human Development and Sexual Health expectations of the HPE curriculum through the *Fully Alive* program, and the Family Life curriculum that has been endorsed by the Assembly of Catholic Bishops of Ontario (ACBO). At the request of the ACBO, and on behalf of the partners in Catholic education, the Institute for Catholic Education undertook the task of identifying areas where supplementary support materials were required to assist teachers, schools and boards in addressing the revised HPE curriculum, and assembled a team of educators to develop the materials necessary to augment the existing Family Life program offered in Catholic schools.

The resources and supplementary materials have been developed to align with Catholic teaching. Within our Catholic schools, it is appropriate that topics related to human sexuality, gender identity, and gender expression, and initiatives that build understanding and respect for difference, be discussed against a clear moral background. Properly understood, difference is something to be recognized in a society that honours diversity, multiculturalism, human rights, and human responsibilities. Respecting difference does not mean insisting that another person share our views. Being respectful, tolerant and inclusive of another person does not mean accepting that what he or she says is correct or in accordance with the Church's teaching. Respecting difference helps to build a truly Catholic culture in our schools and to be truly Catholic is to respect diversity. Charity and openness must always be shown in discussions where different viewpoints may arise.

The Catholic faith has a particular viewpoint about the whole human person and the person in relation to others in the community. Catholic schools are committed to providing educational opportunities within the context of a faith community that recognizes that each individual is made in the image and likeness of God, affirms the essential dignity, value and rights of the human person, and models the gospel values of faith, hope and love to each student entrusted to their care. The holistic view of the human person and the understanding of what constitutes the 'common good' might sometimes be at variance with some of the assumptions and perspectives held by contemporary culture in a secular society, but Catholic schools have both the opportunity and the obligation to introduce the truth of our faith tradition into this important societal conversation. In this work, Catholic schools not only can meet appropriate expectations as a publicly funded school system, but also create model communities that affirm a deep sense of personal dignity for all students, and are Catholic in the fullest sense of the word.

These resources are offered to support the work of Catholic school boards and Catholic schools in implementing the revised Health and Physical Education Curriculum (2015) as part of the Family Life program in Catholic schools.

Understanding the Nature of these Resources:

Family Life Education has been a part of Ontario Catholic schools since 1978, when the bishops of Ontario published the "Guidelines for Family Life Education" to affirm Catholic parents in the important role of raising their children according to the faith. The resource series, *Fully Alive*, was initially developed and approved for use in Catholic elementary schools in the 1980s, and has been revised and updated several times in the intervening years. Information about the *Fully Alive* program, its history and approach, can be found at: www.acbo.on.ca.

The *Fully Alive* program presents a distinctively Catholic view of human life, sexuality, marriage and family life and is designed to encourage students to become the people God wants them to be – to be fully alive. In addition to classroom materials and student texts and resources, the *Fully Alive* program consists of extensive grade-specific resources for teachers, designed to build an educator’s understanding of the curriculum, Church teaching, and to guide their instructional practice in the classroom. These materials are used consistently as part of the Religious Education and Family Life Education program in Catholic schools across the province. The additional resources commissioned by the bishops of Ontario and developed by the Institute for Catholic Education to support the implementation of the revised HPE curriculum expectations (2015) have been designed to supplement these existing teacher resources.

In order to have a full understanding of the Family Life curriculum as it is delivered within Catholic schools, and a full appreciation of the way in which Family Life curriculum provides the context within which the HPE expectations for Human Development and Sexual Health are addressed, it is helpful to review not only the supplementary materials that follow, but to view them within the broader context of the resource material that has been previously published, and has been in use in Ontario’s Catholic schools for many years. The newly developed supplements may be viewed here, and the print file provides material in a format appropriate to be integrated into the existing *Fully Alive* teacher resource binders. For those that do not have access to the previously published materials, the full text of the *Fully Alive* teacher resource manuals may be accessed at the school level. Those interested in viewing the teacher resource manuals in their entirety are encouraged to inquire and make arrangements through their child’s teacher or principal.

Some additional information about the *Fully Alive* program, as well as electronic parent resources, are available on the website of the Assembly of Catholic Bishops of Ontario (www.acbo.on.ca) as well as the ICE website (www.iceont.ca).

New Changes to Reflect the Health and Physical Education Curriculum, 2015

1. Print the entire file double-sided on three-hole punched paper.
2. Use the page number at the bottom of each page as a guide to place it appropriately within the Teacher's Guide. Numbered pages replace the corresponding pages in the original binder. Ensure that you remove the original page from the binder.
3. If the page number also includes a letter (e.g., 2a) then insert this new page between the existing non-lettered pages in your binder.
4. For Appendix B, remove the old Appendix B and replace with the new pages. Add Appendix E as the new last appendix in your binder.

This package includes:

2 replacement pages (double-sided)

1 additional (e.g., 2a) page (double-sided)

New Appendix B

New Appendix E

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Mrs. Brunelle says she needs to look after the new baby and eat lots of good food. Babies are an example of God's gift of creation. Mothers show appreciation for God's gift by keeping themselves and the growing baby healthy. You might ask the students:

- What do you do to show your appreciation to God for the gift of your life? How do you keep yourself healthy and others healthy? (washing hands with soap; using a tissue; sleeve sneezing; brushing and flossing teeth; not sharing hats or hairbrushes) You may wish to discuss how each hygiene habit keeps the individual healthy, while also keeping others healthy.
- Near the end of the story, the family is about to eat lunch. What should you do before and after you eat lunch to keep your body healthy? (wash hands before you eat; brush and floss teeth after you eat)
- What other things can we do to keep our teeth healthy? (visit the dentist regularly for a checkup)

Health and Physical Education expectation C2.4

We Experience

- How does your body change as you grow? (you get taller and bigger; your bones grow; your muscles grow; you grow faster at some stages than at others and not everyone grows the same amount at the same time; when you're an adult, your body doesn't grow anymore, but it still changes — for example, your skin gets more wrinkled and your hair might turn grey)
- What helps you to grow to be healthy? (eating well; being active; getting enough sleep; and having people care for you)

Health and Physical Education
expectation C1.4

Display the Big Book page, “The Gift of Bodies,” and invite the children’s responses. You might ask:

- What are the children doing?
- Have you ever played under the sprinkler? Was it fun?
- Are the children in this picture all the same? In what ways are they different? (for example, not all the same age; some have light skin, some have dark skin; they don’t all have the same colour hair; some are girls, some are boys)

Point out to the children that God made us boys and girls, and introduce the words *male* and *female*. You might tell them that being male or being female is our special way of being a person. Everything we do, we do as a boy or girl, or as a man or woman. One of the differences between females and males is our bodies. Briefly review the physical differences between boys and girls with the children:

- God made the bodies of boys and girls different.
- Girls have a vagina, which is also called the birth canal.
- Boys have a penis.

(Some of the children may be familiar with other terms, e.g., *vulva* or *scrotum*. If they mention these words, you could briefly explain that the vulva is the folds of skin on the outside of a girl’s body, and the scrotum is under a boy’s penis.)

We Discover

Display the Big Book page, “Caring for Our Bodies,” and invite the children’s responses. You might ask:

- Who gave us the gift of our bodies?
- Why is it important to care for our bodies? (they are a gift from God; we appreciate this gift; we want to stay healthy; we are growing and we need good food and exercise)
- What happens when we don’t look after our bodies? (we might get sick; we wouldn’t have a lot of energy; we might get cavities in our teeth)
- Why is it important to respect other people’s privacy? (some parts of our bodies are private, and we keep them covered; when people are in the bathroom or undressing, we show our respect by giving them privacy)

- Can you think of other ways we show respect for our bodies? (we don't make silly jokes about the body; we don't say mean things about someone's body; we don't hurt another person's body by kicking or hitting)

As the children explore respect and care for the body, draw out the significant points, and record them on a chart. Use their contributions (rewording and summarizing as necessary), and encourage them to expand on their ideas to get at any important points that did not emerge in the discussion.

- God gave us the gift of our bodies.
- Some of us are girls, and some of us are boys.
- We respect and care for our bodies.
- We can show respect for other people's bodies by what we do and what we say.

When the chart is complete, read it with the children and invite their comments. Is there anything that should be added? Removed? Ask the children to suggest a title for the chart.

We Respond

Give the children copies of BLM #12 (All about the Body), and ask them to solve the puzzle. You may want to have them work in pairs.

a	t	r	e	s	t	x	y	m	h	z
b	o	e	x	e	r	c	i	s	e	m
k	o	p	f	i	o	w	b	n	a	q
p	t	h	o	f	b	v	l	e	l	t
b	h	j	k	l	p	a	v	l	t	i
c	b	i	p	g	l	v	w	l	h	c
b	r	y	u	b	o	d	y	r	y	v
y	u	p	h	k	b	o	y	g	f	q
n	s	r	e	s	p	e	c	t	o	r
p	h	c	p	i	x	w	y	o	o	m
l	g	i	r	l	p	o	b	d	d	q

ASSESSMENT RUBRIC**Theme Five Project: Gifts of Creation (continued)**

CATEGORY	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
communication <ul style="list-style-type: none"> expression of ideas and organization of information (clarity; level of detail; logical organization; relevant vocabulary) 	expresses and organizes ideas and information with limited effectiveness	expresses and organizes ideas and information with some effectiveness	expresses and organizes ideas and information with considerable effectiveness	expresses and organizes ideas and information with a high degree of effectiveness
application <ul style="list-style-type: none"> application of knowledge and skills in familiar contexts 	applies knowledge and skills with limited effectiveness	applies knowledge and skills with some effectiveness	applies knowledge and skills with considerable effectiveness	applies knowledge and skills with a high degree of effectiveness
<ul style="list-style-type: none"> transfer of knowledge and skills to new contexts 	transfers knowledge and skills with limited effectiveness	transfers knowledge and skills with limited effectiveness	transfers knowledge and skills with considerable effectiveness	transfers knowledge and skills with considerable effectiveness

Appendix B

Fully Alive and Curriculum Connections

Fully Alive offers opportunities to address expectations in other curricular areas. The following chart shows where these correlations can be found in Grade 2.

RELIGIOUS EDUCATION

Believing

<p>Theme 1: Topic 4, “<i>Sharing Our Gifts</i>” Theme 3: Topic 4, “<i>The Baby Arrives</i>” Theme 3: Topic 5, “<i>The Gift of Bodies</i>” Theme 5: Topic 2, “<i>Gifts of the Earth</i>” Theme 5: Topic 3, “<i>We Work with God’s Gifts</i>”</p>	<p>BL 2.1 Demonstrate an understanding of the basic characteristics of our Christian faith (belief in the One God also means belief in the Trinity – Father, Son and Holy Spirit; faith is trust in the truth and goodness of God; God’s plan for us is a gift from God freely given and freely received; faith and reason work together to enlighten our understanding of God; listening to God’s Word nourishes faith). [CCC nos. 151–165]</p>
<p>Theme 1: Topic 1, “<i>Each One is Special</i>” Theme 5: Topic 1, “<i>The World Is a Good Place To Be</i>” Theme 5: Topic 2, “<i>Gifts of the Earth</i>”</p>	<p>BL 2.3 Examine a selection of Scripture passages from the Old and New Testaments to find references to God as Father/Creator (Gen. 1–2; Luke 2:41–52; Matt. 5:48; John 1:3; John 3:16; John 14:23; Luke 10:21–22; John 14:9–11; Matthew 23:9), Jesus as the Son of God (John 20:28; Mark 1:9–11; Matt. 1:23, 17:1–8; Lk. 1:26–38), and the Holy Spirit as God’s gift for the glorification and sanctification of the Church (Matthew 1:20; Matthew 28:19; John 14:25–26). [CCC nos. 185–278]</p>
<p>Theme 2: Topic 1, “<i>My Special Family</i>” Theme 2: Topic 2, “<i>Signs of Love in the Family</i>”</p>	<p>BL3.3 Compare how common shared experiences help to shape families and communities (i.e., celebrations of joy and sadness – birth and death; playing and learning together, sharing our thoughts and feelings) to how the shared celebration of Mass forms the Christian community (i.e., listening to God’s Word, singing and praying together, and receiving communion). [CCC nos. 1322–1332; 1345–1355; 1391–1401]</p>

RELIGIOUS EDUCATION

Celebrating

<p>Theme 1: Topic 1, “<i>Each One is Special</i>” Theme 1: Topic 4, “<i>Sharing Our Gifts</i>” Theme 2: Topic 4, “<i>We Fight and Forgive</i>” Theme 4: Topic 1, “<i>Some People We Depend On</i>” Theme 5: Topic 1, “<i>The World Is a Good Place To Be</i>” Theme 5: Topic 2, “<i>Gifts of the Earth</i>” Theme 5: Topic 3, “<i>We Work with God’s Gifts</i>”</p>	<p>CL1.3 Identify ways we encounter the presence of God (<i>i.e., in the created world, in other human beings and in Jesus Christ</i>) and explain what these encounters teach us about how we experience and share in God’s love (<i>i.e., healing, forgiveness, strength</i>).</p>
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RELIGIOUS EDUCATION

Living a Moral Life

Theme 1: Topic 2, “We Are Growing”	ML 3.3 Describe ways in which children can grow through human assistance in their lives (e.g., try new things, overcome obstacles, etc.) and then relate this to the “free and undeserved help” that God gives us to respond to his call to become children of God (i.e., grace). [CCC nos. 1996–2005]
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RELIGIOUS EDUCATION

Living in Communion

Theme 2: Topic 1, “My Special Family” Theme 2: Topic 2, “Signs of Love in the Family” Theme 2: Topic 4, “We Fight and Forgive” Theme 2: Topic 5, “Being Friends” Theme 2: Topic 6, “Co-operation Among Friends” Theme 4: Topic 1, “Some People We Depend On” Theme 4: Topic 2, “Keeping Our Word”	LC1.3 Identify actions and roles that unite us as families, those which build up relationships and those which sometimes diminish these relationships in our families and circle of friends and relate these to the actions and roles that unite us as Church.
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RELIGIOUS EDUCATION

Living in Solidarity

Theme 1: Topic 3, “Feelings” Theme 2: Topic 4, “We Fight and Forgive” Theme 2: Topic 6, “Co-operation Among Friends” Theme 3: Topic 5, “The Gift of Bodies” Theme 4: Topic 1, “Some People We Depend On” Theme 4: Topic 2, “Keeping Our Word” Theme 4: Topic 3, “Making Decisions”	LS2.3 Identify ways we can express to God that we respect the gift of our “human dignity” and show respect toward others (i.e., family and school communities) through our prayers and actions. [CCC nos. 356–384; 1928–1933; 1391–1401]
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RELIGIOUS EDUCATION

Praying

<p>Theme 2: Topic 1, <i>“My Special Family”</i> Theme 2: Topic 4, <i>“We Fight and Forgive”</i> Theme 3: Topic 5, <i>“The Gift of Bodies”</i></p>	<p>PR2.2 Identify that our prayer as Christians should include the needs of other people, the Church, social/environmental issues in our world and how we offer spontaneous prayers of petition for them in our individual and communal prayers. [CCC nos. 2629–2636]</p>
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THE ARTS

Dance

<p>Theme 5: Topic 1, <i>“The World Is a Good Place To Be”</i></p>	<p>A1.2 use dance as a language to express feelings and ideas suggested by songs, stories, and poems, with a focus on the element of body, particularly body shapes (<i>e.g., use the entire body [crouch, slump] and body parts [folded arms, bowed head] to express an idea such as deep thought</i>)</p>
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THE ARTS

Drama

<p>Theme 4: Topic 2, <i>“Keeping Our Word”</i> Theme 4: Topic 3, <i>“Making Decisions”</i></p>	<p>B1.1 engage in dramatic play and role play, with a focus on exploring main ideas and central characters in stories from diverse communities, times, and places (<i>e.g., retell and enact a story from different points of view; stop at a dramatic point in a story and adopt roles of the characters in the story; enact a scene between characters in a fairy-tale kingdom, animals in the tundra, or neighbours in a back alley</i>)</p>
<p>Theme 1: Topic 3, <i>“Feelings”</i> Theme 4: Topic 2, <i>“Keeping Our Word”</i> Theme 4: Topic 3, <i>“Making Decisions”</i></p>	<p>B1.2 demonstrate an understanding of the element of role by communicating thoughts, feelings, and perspectives appropriate to the role being played (<i>e.g., devise and share a group mime showing how characters respond to the tension in a situation of conflict, departure, or anticipation; use voice expressively to convey an interpretation of a character’s attitude</i>)</p>

<p>Theme 4: Topic 2, “Keeping Our Word” Theme 4: Topic 3, “Making Decisions”</p>	<p>B1.3 plan and shape the direction of a dramatic play or role play, building on their own and others’ ideas both in and out of role, with support (e.g., In role: <i>respond to a scientist [roleplayed by the teacher] who says the class must give up their pet dinosaur because it poses a safety hazard</i>; Out of role: <i>use conventions such as discussion and/or guided imagery to establish the setting, context, and characters for a drama activity</i>)</p>
<p>Theme 1: Topic 3, “Feelings”</p>	<p>B1.4 communicate feelings and ideas to a familiar audience (e.g., <i>classmates</i>), using several simple visual or technological aids to support and enhance their drama work (e.g., <i>act out a familiar story using props instead of words; dim lights to create a spooky mood; use simple objects or props such as fur or feathers to indicate animal or bird characters in an Aboriginal story</i>)</p>

THE ARTS

Music

<p>Theme 1: Topic 1, “Each One is Special” Theme 1: Topic 4, “Sharing Our Gifts” Theme 2: Topic 5, “Being Friends” Theme 3: Topic 5, “The Gift of Bodies” Theme 5: Topic 1, “The World Is a Good Place To Be” Theme 5: Topic 2, “Gifts of the Earth”</p>	<p>C1.1 sing unison songs in tune and/or play simple melodies and accompaniments for music from a wide variety of cultures, styles, and historical periods (e.g., <i>perform a simple three-note melodic ostinato to support a melody</i>)</p>
<p>Theme 2: Topic 5, “Being Friends”</p>	<p>C1.3 create simple compositions for a specific purpose and a familiar audience (e.g., <i>create accompaniments for songs, stories, or poems; create a simple song using the notes “mi”, “so”, and “la”, or the notes of a pentatonic scale</i>)</p>

THE ARTS

Visual Arts

<p>Theme 1: Topic 4, “Sharing Our Gifts” Theme 4: Topic 1, “Some People We Depend On”</p>	<p>D1.1 create two- and three-dimensional works of art that express feelings and ideas inspired by activities in their community or observations of nature (e.g., a streetscape collage with children playing, made with paint, pastel, and various kinds of paper [newspaper, magazines]; small glue-line prints in which a variety of curvy and pointy lines show illusory texture or represent a pattern they have seen on insects in the schoolyard or garden)</p>
<p>Theme 1: Topic 2, “We Are Growing” Theme 1: Topic 3, “Feelings” Theme 2: Topic 5, “Being Friends” Theme 4: Topic 1, “Some People We Depend On”</p>	<p>D1.2 demonstrate an understanding of composition, using principles of design to create narrative art works or art works on a theme or topic (e.g., use repetition of colour throughout an image that communicates a story; create a painting or series of stamp prints, showing depth, perspective, and contrast of pattern by overlapping fish and vegetation of different sizes and shapes)</p>
<p>Theme 5: Topic 2, “Gifts of the Earth”</p>	<p>D1.4 use a variety of materials, tools, and techniques to respond to design challenges (e.g.,</p> <ul style="list-style-type: none"> • drawing: use a variety of lines and shapes, drawn with pencil and marker, to show movement in a flip-book about weather • mixed media: use wax crayons, oil pastels, paint resist, and materials of various textures [e.g., yarn, found objects] to depict a tree or plant above ground, and use the technique of elaboration to depict what is hidden below ground • painting: create a watercolour or tempera painting of animals, using colour in a non-representational and expressive way • printmaking: paint stencil prints in warm and cool colours, creating a simplified pattern inspired by a favourite fruit • sculpture: use modelling clay to create organic forms that are inspired by nature, such as shells, seed pods, and water-worn stones, and that show some kind of metamorphosis or transformation into another form or figure)
<p>Theme 1: Topic 4, “Sharing Our Gifts”</p>	<p>D2.3 demonstrate an awareness of signs and symbols encountered in their daily lives and in works of art (e.g., symbols and shapes related to school, travel, and the arts; sports or institutional logos; symbols from art works or heritage crafts of family or community significance)</p>

<p>Theme 4: Topic 1, “Some People We Depend On” Theme 4: Topic 3, “Making Decisions”</p>	<p>D3.1 identify and describe a variety of visual art forms they see in their home, at school, in their community, and in visual arts experiences (<i>e.g., design of everyday items; picture books; artists-in-education; community art works, such as public sculpture, architecture, and murals; Aboriginal designs in dancing regalia; art works in student art exhibitions and community art festivals</i>)</p>
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HEALTH AND PHYSICAL EDUCATION

Living Skills

The Living Skills 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 must be explicitly taught and evaluated in the context of learning in all strands of the curriculum, in order to make the learning personally relevant for students. In *Fully Alive*, these skills are central in many, if not most, of the topics. For this reason, a complete correlation between the Living Skills of the Ontario Health and Physical Education Curriculum (2015) and *Fully Alive* is not included in this chart. It would simply be too long. Below, you can see the key concepts associated with the Living Skills, according to the three areas of learning:

Personal Skills [PS]

- Self-awareness and self-monitoring skills
- Adaptive, management, and coping skills

Interpersonal Skills [IS]

- Communication skills
- Relationship and social skills

Critical and Creative Thinking [CT]

- Planning
- Processing
- Drawing conclusions/presenting results
- Reflecting/evaluating

The *Fully Alive* program similarly helps students develop an understanding of the self, the way they are called to live in relationship, and the skills required to respond to life’s challenges. Teachers may use the *Fully Alive* program to explicitly teach the Living Skills in order that they might be evaluated in conjunction with learning across all strands

of the Health and Physical Education Curriculum. The specific knowledge and skills of *Fully Alive* can meet the expectations from the Living Skills of the Health and Physical Education Curriculum while at the same time allowing for an understanding of the Living Skills grounded in the Christian vision of what it means to lead a fully human life.

For further information regarding the way in which Family Life Education correlates with Health and Physical Education, see *Ontario Catholic Elementary Curriculum Policy Document, Grades 1–8: Family Life Education (2012)*, pp. 33 – 34.

HEALTH AND PHYSICAL EDUCATION

Healthy Living

NOTE: ALL expectations of the Human Development and Sexual Health topic of the Healthy Living strand are met through the *Fully Alive* program. Supplemental materials have been developed to ensure all expectations pertaining to this topic are addressed. Supplemental materials include reference to the coded specific expectations of the Human Development and Sexual Health topic. As such, the specific expectations for this topic have been coded in the chart below. Opportunities to address expectations in the remaining topics of the Healthy Living strand have also been noted below.

<p>Theme 3: Topic 5, “The Gift of Bodies” Theme 5: Topic 2, “Gifts of the Earth”</p>	<p>Healthy Eating C2.1 use Canada’s Food Guide to assess the nutritional value of meals (<i>e.g., in terms of food groups and number and size of servings</i>), and identify food and beverage choices that enhance healthy growth and development</p>
<p>Theme 3: Topic 5, “The Gift of Bodies” Theme 4: Topic 3, “Making Decisions”</p>	<p>C2.2 demonstrate an understanding of how to make healthy food choices for meals and snacks, considering the factors they can and cannot control (<i>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</i>) [CT]</p>

<p>Theme 3: Topic 5, “The Gift of Bodies”</p>	<p>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 (<i>e.g., speaking confidently; stating boundaries; saying no; respecting the right of a person to say no and encouraging others to respect that right also; reporting exploitive behaviours, such as improper touching of their bodies or others’ bodies</i>) [PS, IS]</p>
<p>Theme 1: Topic 3, “Feelings” Theme 2: Topic 4, “We Fight and Forgive” Theme 2: Topic 5, “Being Friends” Theme 2: Topic 6, “Co-operation Among Friends” Theme 4: Topic 2, “Keeping Our Word”</p>	<p>C3.1 describe how to relate positively to others (<i>e.g., cooperate, show respect, smile, manage anger, pay attention to what people say and to their facial expressions and body language</i>), and describe behaviours that can be harmful in relating to others (<i>e.g., verbal abuse, including both online and face-to-face name calling, insults, and mocking; deliberately ignoring someone, or ignoring the feelings they express; physical violence, including pushing, kicking, and hitting</i>) [IS]</p>
<p>Theme 1: Topic 2, “We Are Growing” *Theme 3: Topic 2, “How Life Begins” Theme 3: Topic 3, “A Special Home” *Theme 3: Topic 5, “The Gift of Bodies”</p>	<p>Human Development and Sexual Health C1.4 outline the basic stages of human development (<i>e.g., infant, child, adolescent, adult, older adult</i>) and related bodily changes, and identify factors that are important for healthy growth and living throughout life [PS]</p>
<p>*Theme 3: Topic 2, “How Life Begins”</p>	<p>C2.4 demonstrate an understanding of and apply practices that contribute to the maintenance of good oral health (<i>e.g., brushing, flossing, going to the dentist regularly for a checkup</i>) [PS]</p>

* Curriculum connections are *strengthened and/or introduced* by the addition of supplemental curriculum supports developed for the 2015 Health and Physical Education Curriculum Policy Document.

LANGUAGE

The basic language skills involved in oral communication, reading, and writing are essential for most learning. In *Fully Alive*, these skills are central in many, if not most, of the topics. For this reason, a complete correlation between the Ontario Language Curriculum and *Fully Alive* is not included in this chart. It would simply be too long. Below you can see a few examples of the expectations from these three areas that are most frequently addressed in *Fully Alive*.

The expectations in Oral Communication include:

- demonstrate an understanding of the information and ideas in oral texts by retelling the story or restating the information, including the main idea and several interesting details
- communicate ideas, opinions, and information orally in a clear, coherent manner using simple but appropriate organizational patterns
- choose a variety of appropriate words and phrases to communicate their meaning accurately and engage the interest of their audience

The expectations for Reading include:

- demonstrate understanding of a text by retelling the story or restating information from the text, with the inclusion of a few interesting details
- express personal thoughts and feelings about what has been read
- read appropriate texts at a sufficient rate and with sufficient expression to convey the sense of the text to the reader and to an audience

The expectations for Writing include:

- gather information to support ideas for writing in a variety of ways and/or from a variety of sources
- write short texts using several simple forms
- use familiar words and phrases to communicate relevant details

These expectations, and many others, are found in many, if not most, of the topics in *Fully Alive*. There are, however, some very specific expectations that are touched in some topics in *Fully Alive*. Some of these correlations follow.

Writing

Theme 1: Topic 3, “Feelings” Theme 2: Topic 5, “Being Friends” Theme 4: Topic 2, “Keeping Our Word” Theme 4: Topic 3, “Making Decisions”	1.1 identify the topic, purpose, and audience for media texts they plan to create (e.g., a fairy tale to entertain another class; the procedure for fire drills to inform the class; a poster to promote a favourite book or movie)
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LANGUAGE
Media Literacy

<p>Theme 1: Topic 3, “Feelings” Theme 2: Topic 5, “Being Friends” Theme 4: Topic 1, “Some People We Depend On” Theme 4: Topic 2, “Keeping Our Word” Theme 4: Topic 3, “Making Decisions”</p>	<p>3.4 produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques (e.g., an advertisement for a healthy snack food; a board game based on the plot and characters of a favourite book or television show; a sequence of pictures and/or photographs telling the story of a class event or celebration; a story illustrated with diagrams and digital images; a weather report with illustrations and captions; a selection of background music and sound effects to accompany a picture book that will be read aloud to the class; a role play of an interview between a reporter and a fictional character in a movie)</p>
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MATHEMATICS
Data Management and Probability

<p>Theme 1: Topic 1, “Each One is Special”</p>	<ul style="list-style-type: none"> gather data to answer a question, using a simple survey with a limited number of responses (e.g., What is your favourite season? How many letters are in your first name?)
<p>Theme 1: Topic 1, “Each One is Special”</p>	<ul style="list-style-type: none"> collect and organize primary data (e.g., data collected by the class) that is categorical or discrete (i.e., that can be counted, such as the number of students absent), and display the data using one-to-one correspondence in concrete graphs, pictographs, line plots, simple bar graphs, and other graphic organizers (e.g., tally charts, diagrams), with appropriate titles and labels and with labels ordered appropriately along horizontal axes as needed.
<p>Theme 1: Topic 1, “Each One is Special”</p>	<ul style="list-style-type: none"> read primary data presented in concrete graphs, pictographs, line plots, simple bar graphs, and other graphic organizers (e.g., tally charts, diagrams), and describe the data using mathematical language (e.g., “Our bar graph shows that 4 or more students walk to school than take the bus.”)
<p>Theme 1: Topic 1, “Each One is Special”</p>	<ul style="list-style-type: none"> pose and answer questions about class-generated data in concrete graphs, pictographs, line plots, simple bar graphs, and tally charts (e.g., Which is the least favourite season?)

Theme 1: Topic 1, “Each One is Special”	<ul style="list-style-type: none"> distinguish between numbers that represent data values (e.g., “I have 4 people in my family.”) and numbers that represent the frequency of an event (e.g., “There are 10 children in my class who have 4 people in their family.”)
Theme 1: Topic 1, “Each One is Special”	<ul style="list-style-type: none"> demonstrate an understanding of data displayed in a graph (e.g., by telling a story, by drawing a picture), by comparing different parts of the data and by making statements about the data as a whole (e.g., “I looked at the graph that shows how many students were absent each month. More students were away in January than in September.”)

MATHEMATICS

Measurement

Theme 1: Topic 2, “We Are Growing” Theme 5: Topic 3, “We Work with God’s Gifts”	<ul style="list-style-type: none"> choose benchmarks — in this case, personal referents — for a centimetre and a metre (e.g., “My little finger is about as wide as one centimetre. A really big step is about one metre.”) to help them perform measurement tasks
Theme 1: Topic 2, “We Are Growing” Theme 5: Topic 3, “We Work with God’s Gifts”	<ul style="list-style-type: none"> estimate and measure length, height, and distance, using standard units (i.e., centimetre, metre) and non-standard units
Theme 1: Topic 2, “We Are Growing” Theme 5: Topic 3, “We Work with God’s Gifts”	<ul style="list-style-type: none"> record and represent measurements of length, height, and distance in a variety of ways (e.g., written, pictorial, concrete) (Sample problem: Investigate how the steepness of a ramp affects the distance an object travels. Use cash-register tape for recording distances.)

SCIENCE AND TECHNOLOGY

Understanding Life Systems

Theme 5: Topic 2, “Gifts of the Earth” Theme 5: Topic 3, “We Work with God’s Gifts”	1.1 identify positive and negative impacts that animals have on humans (society) and the environment, form an opinion about one of them, and suggest ways in which the impact can be minimized or enhanced
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<p>Theme 5: Topic 3, “We Work with God’s Gifts”</p>	<p>1.2 identify positive and negative impacts that different kinds of human activity have on animals and where they live (<i>e.g., actions of animal lovers and groups that protect animals and their rights, the home owner who wants a nice lawn, people who visit zoos and wildlife parks, pet owners</i>), form an opinion about one of them, and suggest ways in which the impact can be minimized or enhanced</p>
<p>Theme 5: Topic 2, “Gifts of the Earth” Theme 5: Topic 3, “We Work with God’s Gifts”</p>	<p>3.3 identify ways in which animals are helpful to, and ways in which they meet the needs of, living things, including humans, to explain why humans should protect animals and the places where they live (<i>e.g., bats control mosquito populations; birds and wildlife provide pleasurable viewing experiences; the buffalo provided some Aboriginal people with everything they needed to survive: food, shelter, clothing, tools, ornamentation, and weapons; horses can be used for labour; cats and dogs provide companionship for humans; animals, including humans, disperse plant seeds</i>)</p>

SCIENCE AND TECHNOLOGY
Understanding Earth and Space Systems

<p>Theme 5: Topic 2, “Gifts of the Earth”</p>	<p>1.1 assess the impact of human activities on air and water in the environment, taking different points of view into consideration (<i>e.g., the point of view of parents, children, other community members</i>), and plan a course of action to help keep the air and water in the local community clean</p>
<p>Theme 5: Topic 2, “Gifts of the Earth”</p>	<p>3.3 describe ways in which living things, including humans, depend on air and water (<i>e.g., most animals, including humans breathe air to stay alive; wind generates energy, disperses seeds; all living things need to drink or absorb water to stay alive; water is used for washing and bathing, transportation, energy generation</i>)</p>
<p>Theme 5: Topic 2, “Gifts of the Earth”</p>	<p>3.4 identify sources of water in the natural and built environment (<i>e.g., natural: oceans, lakes, ponds, streams, springs, water tables; human-made: wells, sewers, water supply systems, reservoirs, water towers</i>)</p>

SOCIAL STUDIES
Heritage and Identity

<p>Theme 2: Topic 1, “My Special Family”</p>	<p>A1.1 compare ways in which some traditions have been celebrated over multiple generations in their family, and identify some of the main reasons for changes in these traditions (<i>e.g., immigration to Canada, family members marrying someone from a different culture, changes in technology</i>)</p>
<p>Theme 2: Topic 1, “My Special Family”</p>	<p>A1.2 compare their family’s structure and some of their traditions and celebrations with those of their peers’ families (<i>e.g., traditions/celebrations related to rites of passage, holidays, foods</i>)</p>
<p>Theme 2: Topic 1, “My Special Family”</p>	<p>A2.1 formulate questions to guide investigations into some of the past and present traditions and celebrations in their own family and the communities to which they belong (<i>e.g., simple questions related to past and present practices associated with Christmas, Yom Kippur, Eid ul-Fitr, Diwali, or Kwanzaa</i>)</p>

SOCIAL STUDIES
People and Environments

<p>Theme 5: Topic 2, “Gifts of the Earth”</p>	<p>B1.3 demonstrate an understanding of the importance of sustainability in people’s interrelationship with their natural environment and of some of the consequences of sustainable and/or non-sustainable actions (<i>e.g., if people in dry regions do not use their water carefully, they may run out; if people do not use sustainable farming techniques, they may exhaust the fertility of the soil; responsible use of resources helps ensure that they will be available for future generations</i>)</p>
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Appendix E

New Changes to Reflect the Health and Physical Education Curriculum, 2015

Location of Insert in TG	Pages with New Content	Sample Text of the New Content
Table of Contents	6	<ul style="list-style-type: none"> • p. 6: E Changes to Reflect . . .
Theme 3, Topic 2	118a	<ul style="list-style-type: none"> • p. 118a: Mrs. Brunelle says she needs . . .
Theme 3, Topic 5	137	<ul style="list-style-type: none"> • p. 137: new <i>We Experience</i> margin feature
Appendix B	197, 198, 199, 200, 201, 202, 203, 204, 205, 205a, 205b, 205c, 205d	<ul style="list-style-type: none"> • pp. 197–205d: Appendix B
Appendix E	221, 222	<ul style="list-style-type: none"> • pp. 221–222: new Appendix E