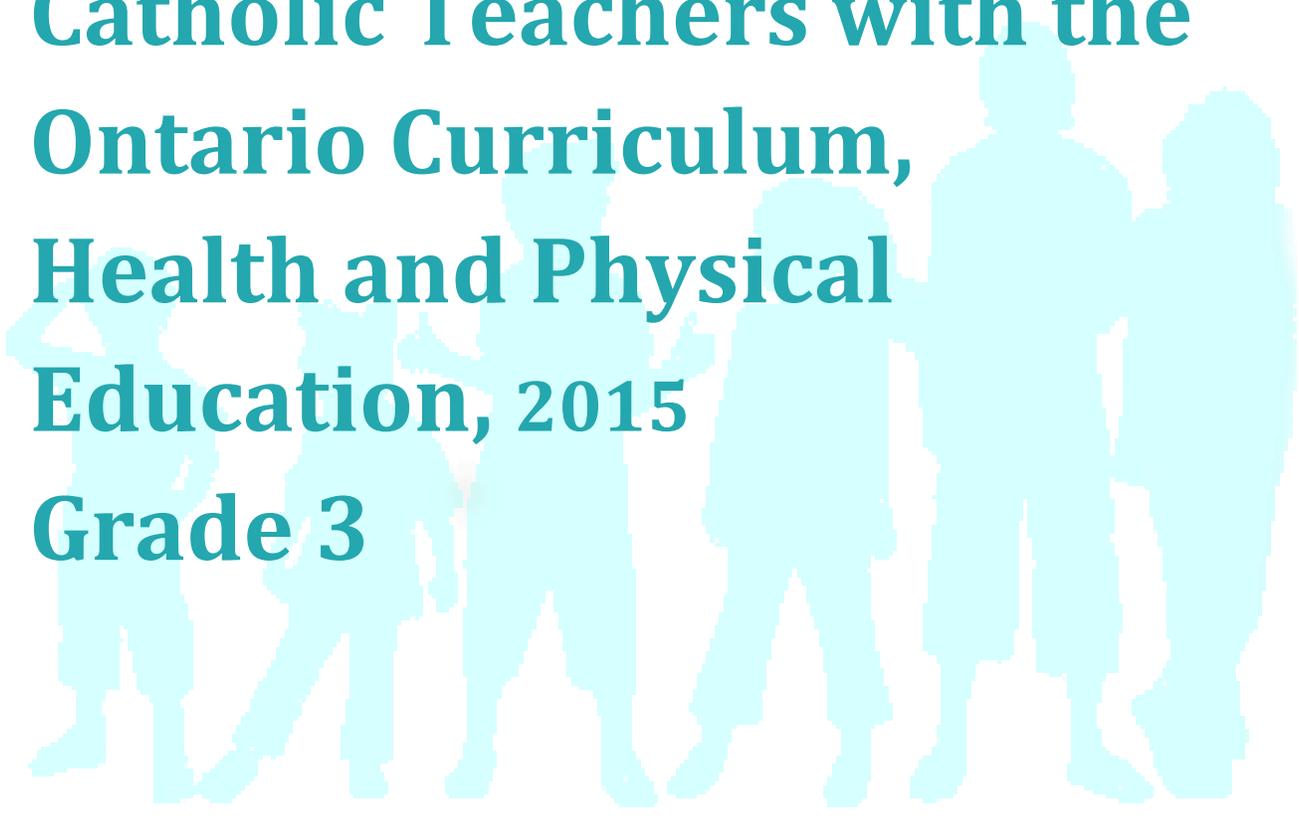


**Supplemental Resources for
Fully Alive to Support
Catholic Teachers with the
Ontario Curriculum,
Health and Physical
Education, 2015
Grade 3**



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:

1 replacement page (double-sided)

New Appendix B

New Appendix E

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ASSESSMENT RUBRIC

Theme Five Project: Gifts of Creation (continued)

CATEGORY	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<ul style="list-style-type: none"> processing skills (analyzing; interpreting; synthesizing) 	uses processing skills with limited effectiveness	uses processing skills with some effectiveness	uses processing skills with considerable effectiveness	uses processing skills with a high degree of effectiveness
<ul style="list-style-type: none"> critical processes (research; critical analysis) 	uses critical processes with limited effectiveness	uses critical processes with some effectiveness	uses critical processes with considerable effectiveness	uses critical processes with a high degree of effectiveness
<p>communication</p> <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 with limited effectiveness	expresses and organizes ideas with some effectiveness	expresses and organizes ideas with considerable effectiveness	expresses and organizes ideas with a high degree of effectiveness
<p>application</p> <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 3.

RELIGIOUS EDUCATION Believing

<p>Theme 2: Topic 3, “Family Changes”</p>	<p>BL3.2 Give examples of how the Church, like a sacrament makes Christ present through its witness (e.g., service to those in need; outreach programs to the young, elderly, sick and poor; celebrations of prayer and times of retreat, Catholic school religion classes, parish sacramental preparation programs, etc.). [CCC nos. 758–780]</p>
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RELIGIOUS EDUCATION Celebrating

<p>Theme 2: Topic 3, “Family Changes” Theme 3: Topic 1, “Special Events” Theme 3: Topic 4, “Welcoming the New Baby”</p>	<p>CL1.3 Link special moments in human life to the sacraments (e.g., birth of a child – Baptism; growing in maturity and responsibility – Confirmation; the need for forgiveness – Reconciliation; the experience of sickness – Anointing of the Sick; decisions of commitment – Marriage and Holy Orders) and suggest other times in our ordinary daily life when awareness of God’s presence makes them both spiritual and significant (e.g., experience of nature i.e., watching a sunrise; special achievements i.e., artistic and sports endeavour; once in a life-time events which are not repeated i.e., the first day of school).</p>
<p>Theme 2: Topic 1, “Our Families” Theme 2: Topic 2, “Family Love is Open” Theme 2: Topic 3, “Family Changes” Theme 3: Topic 1, “Special Events”</p>	<p>CL3.3 Compare the way we celebrate special occasions and milestones to remember important personal and family history that has served to form who we become, to ways the Christians celebrate the life of Jesus Christ in the Church’s Liturgical Year. [CCC nos. 1099–1103; 1163–1173]</p>

RELIGIOUS EDUCATION

Living a Moral Life

<p>Theme 4: Topic 1, <i>“Families Have Commitments”</i> Theme 4: Topic 2, <i>“Learning About Decisions”</i></p>	<p>ML1.3 Explain how receiving and following instructions demonstrates our need for help and benefits us (i.e., brings us happiness, helps us to be good, etc.) and use examples to illustrate how obeying the Ten Commandments strengthens our relationship with God (i.e., Commandments 1–3) and with others (i.e., Commandments 4–10). [CCC nos. 1949–1964; 2052–2082]</p>
<p>Theme 4: Topic 2, <i>“Learning About Decisions”</i></p>	<p>ML2.3 Identify and illustrate what it means to have freedom (i.e., a power, rooted in reason and will, to act or not to act) and why this is an important human gift received from God which requires us to be responsible in its use.</p>
<p>Theme 2: Topic 6, <i>“Being Part of the Group”</i> Theme 4: Topic 2, <i>“Learning About Decisions”</i> Theme 4: Topic 3, <i>“We Get Help With Our Decisions”</i></p>	<p>ML2.4 Outline the consequences of choosing between good and evil using a variety of strategies (drama, case studies and scenarios). [CCC nos. 1730–1738]</p>
<p>Theme 4: Topic 3, <i>“We Get Help With Our Decisions”</i></p>	<p>ML3.1 Define the meaning of “sin”, differentiate between venial and mortal sins and provide examples of both taken from the experience of their everyday lives. [CCC nos. 1846–1876].</p>
<p>Theme 4: Topic 3, <i>“We Get Help With Our Decisions”</i></p>	<p>ML3.2 Define the difference between personal (a wrongful act committed by only one person who thus bears full responsibility for the consequences) and social sin (a wrongful act committed with others who share the responsibility for its consequences, e.g., group bullying, destruction of property) and explain why both weaken our relationship with God and others. [CCC nos. 1846–1876]</p>
<p>Theme 1: Topic 3, <i>“All Kinds of Feelings”</i> Theme 2: Topic 5, <i>“What is a Friend?”</i> Theme 2: Topic 6, <i>“Being Part of the Group”</i> Theme 4: Topic 3, <i>“We Get Help With Our Decisions”</i></p>	<p>ML3.4 Describe what the Church teaches about God’s mercy and what we must do to rebuild our relationship with God and those we have offended. [CCC nos. 1846–1848]</p>

RELIGIOUS EDUCATION
Living in Communion

<p>Theme 1: Topic 4, “We Share Our Talents and Gifts”</p>	<p>LC2.3 Describe the God-given gifts manifested by the Holy Spirit in the early Church (i.e., a communion of spiritual goods; i.e., communion in faith, prayer, charisms and charity), and how each contributes to the building up of the Church to be a living witness to the risen Lord. [CCC nos. 949–953]</p>
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RELIGIOUS EDUCATION
Living in Solidarity

<p>Theme 1: Topic 4, “We Share Our Talents and Gifts” Theme 2: Topic 2, “Family Love is Open” Theme 2: Topic 5, “What is a Friend?” Theme 2: Topic 6, “Being Part of the Group” Theme 4: Topic 3, “We Get Help With Our Decisions” Theme 5: Topic 2, “The World is Full of Wonderful Work”</p>	<p>LS1.2 Link the concept of Christian community inspired by the Holy Spirit (communion with God and one another) with the need to be truthful, to act justly, and to be motivated by love in our relationships with others; and describe the characteristics of a school or family that modeled Christian communion (e.g., respect, promotion of human dignity, acceptance among members, food, drink, and safe home available for all, a way to participate in work, opportunity for education). [CCC nos. 1905–1912]</p>
<p><i>*The majority of the Fully Alive program explores how we are created in the image of God and called to live in relationship (i.e., how we are created social).</i></p>	<p>LS2.2 Find evidence within our human relationships (friendships, families, marriage, and society, etc.) that God has created us as social beings and explain how the Sacraments of Eucharist and Reconciliation maintain and strengthen these relationships with God and others. [CCC nos. 356–384; 1928–1933; 1391–1401]</p>
<p>Theme 1: Topic 1, “God Knows My Name” Theme 1: Topic 2, “Different and Alike” Theme 1: Topic 4, “We Share Our Talents and Gifts” Theme 2: Topic 4, “Sisters and Brothers” Theme 2: Topic 5, “What is a Friend?” Theme 2: Topic 6, “Being Part of the Group” Theme 3: Topic 5, “We Grow and Change” Theme 5: Topic 1, “The World is Full of Wonderful People” Theme 5: Topic 2, “The World is Full of Wonderful Work”</p>	<p>LS2.3 Describe ways that all human beings are equal (i.e., personal human dignity) and also are created with differences (i.e., male and female, race, ethnicity, etc.) and identify ways that we can demonstrate our appreciation and respect for this diversity (e.g., inclusion of all, sharing what we have with the less fortunate, caring for the sick and elderly, asking questions about a person’s unique characteristics with respect, respecting ideas and beliefs that are different from our own). [CCC nos. 356–384; 1928–1933; 1391–1401]</p>

RELIGIOUS EDUCATION

Praying

<p>Theme 1: Topic 1, “God Knows My Name” Theme 2: Topic 3, “Family Changes” Theme 3: Topic 2, “Beginning Life”</p>	<p>PR2.1 Use a variety of strategies (art, symbols, drama and gestures, planning and participation in communal prayer, etc.) to express the importance of sacred space for prayer and liturgy (shrine, places of pilgrimage, monasteries, prayer centre in school or home and especially the church which is the privileged place for the celebration liturgy and Eucharist); and the meaning of some of the traditional and liturgical prayers of the Church (e.g., Hail Mary; the Our Father; the Prayer of St. Francis; the Act of Contrition; Glory Be; Holy, Holy, Holy; Memorial Acclamation; Lamb of God; Apostle’s Creed). [CCC nos. 2683–2696]</p>
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THE ARTS

Drama

<p>Theme 1: Topic 3, “All Kinds of Feelings” Theme 2: Topic 6, “Being Part of the Group”</p>	<p>B1.1 engage in dramatic play and role play, with a focus on exploring themes, ideas, characters, and issues from imagination or in stories from diverse communities, times, and places (<i>e.g., act out moments from “a day in the life” of a main character from a story; improvise a short dialogue between two characters who are seeking a solution to a problem [as in Aboriginal teacher/trickster stories]</i>)</p>
<p>Theme 1: Topic 3, “All Kinds of Feelings” Theme 2: Topic 6, “Being Part of the Group”</p>	<p>B1.3 plan and shape the direction of a dramatic play or role play by building on their own and others’ ideas, both in and out of role (<i>e.g., In role: respond in role to extend the developing storyline in the drama [as townsfolk, plead with the mayor to save their town]; Out of role: in partners or small groups, combine their ideas to create a plan for how the characters will solve the problem in the drama</i>)</p>
<p>Theme 1: Topic 3, “All Kinds of Feelings” Theme 2: Topic 6, “Being Part of the Group”</p>	<p>B2.1 express thoughts, feelings, and ideas about a variety of drama experiences and performances (<i>e.g., in a journal response, in a think-pair-share activity, in class discussion, by writing in role, in a four corners activity, in a small group improvisation or drawing</i>)</p>

<p>Theme 1: Topic 3, “All Kinds of Feelings” Theme 2: Topic 6, “Being Part of the Group”</p>	<p>B2.2 describe, using drama terminology, how elements and conventions of drama are used to shape their own and others’ work (e.g., describe how different characters’ actions help create suspense or tension; identify effective elements in a drama presentation; explain how setting highlights theme)</p>
<p>Theme 1: Topic 3, “All Kinds of Feelings” Theme 2: Topic 6, “Being Part of the Group”</p>	<p>B2.3 identify and give examples of their strengths, interests, and areas for growth as drama participants and audience members (e.g., describe how their understanding of role play is developing; identify a role they would like to play, and explain why)</p>

THE ARTS

Music

<p>Theme 1: Topic 2, “Different and Alike”</p>	<p>C1.1 sing, in tune, unison songs, partner songs, and rounds, and/or play accompaniments from a wide variety of cultures, styles, and historical periods (e.g., sing or play an instrument accompanied by body percussion or found sounds; sing or play a rhythmic or melodic ostinato)</p>
<p>Theme 3: Topic 4, “Welcoming the New Baby” Theme 5: Topic 2, “The World is Full of Wonderful Work”</p>	<p>C1.2 apply the elements of music when singing, playing an instrument, and moving (e.g., timbre: sort sound sources by the way their sound is produced and make choices about which instruments will play in specific sections; form: change direction in a circle to show A and B sections of a song in ABA form; duration: sing a song first very quickly then very slowly, and explain how the different tempi change their experience of the music)</p>
<p>Theme 1: Topic 2, “Different and Alike”</p>	<p>C1.3 create compositions for a specific purpose and a familiar audience (e.g., create musical accompaniments for poems, stories, or dances they have created; create rhythmic ostinati based on significant words in a poem or words from a classroom topic or theme, then play them using instruments, body percussion, or found sounds; make changes to the rhythm and/or melody in a simple song that they know)</p>

<p>Theme 3: Topic 4, “Welcoming the New Baby”</p>	<p>C1.5 demonstrate an understanding of standard and non-traditional musical notation (<i>e.g., design melody maps based on the direction of the melody; demonstrate various ways of representing sounds using devised symbols; perform melodic patterns based on the notes “do”, “re”, “mi”, “so”, and “la” by using solfège hand signs; create soundscapes illustrating dynamics and timbre</i>)</p>
<p>Theme 3: Topic 4, “Welcoming the New Baby” Theme 5: Topic 2, “The World is Full of Wonderful Work”</p>	<p>C2.1 express personal responses to musical performances in a variety of ways (<i>e.g., create a graphic or text response to a musical selection featuring a Latin American dance style</i>)</p>
<p>Theme 5: Topic 2, “The World is Full of Wonderful Work”</p>	<p>C2.3 identify and give examples of their strengths and areas for growth as musical performers, creators, interpreters, and audience members (<i>e.g., singing in tune, breathing at the end of phrases, watching the conductor or teacher while rehearsing and performing</i>)</p>
<p>Theme 3: Topic 4, “Welcoming the New Baby” Theme 5: Topic 2, “The World is Full of Wonderful Work”</p>	<p>C3.2 identify, through performing and/or listening, a variety of musical forms or pieces from different communities, times, and places (<i>e.g., songs, instrumental pieces, and dances in social activities or celebrations of early settlers and First Nation communities in Upper Canada</i>)</p>

THE ARTS
Visual Arts

<p>Theme 1: Topic 1, “God Knows My Name” Theme 2: Topic 1, “Our Families”</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 (<i>e.g., use shapes of various sizes, in the foreground, middle ground, and background, to create an illusion of depth [perspective] in a painting about a make-believe world; create a mural to express a response to a community celebration, using a variety of lines and shapes; using a scratchboard that has a layer of various colours covered by india ink, make a high-contrast line drawing about a story by scratching the black surface to reveal the colours beneath the surface</i>)</p>
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Theme 1: Topic 1, “God Knows My Name” Theme 2: Topic 1, “Our Families”	D1.3 use elements of design in art works to communicate ideas, messages, and understandings (e.g., use asymmetrical cut-paper composite shapes to depict a Canadian landscape, with a clear foreground, middle ground, and background; use colour values and shapes in a “What’s inside me?” painting in the X-ray style of Norval Morrisseau to create contrast between the inside and the outside of the figure)
Theme 1: Topic 1, “God Knows My Name” Theme 1: Topic 6, “Being Part of the Group”	D1.4 use a variety of materials, tools, and techniques to respond to design challenges
Theme 1: Topic 1, “God Knows My Name” Theme 2: Topic 1, “Our Families” Theme 1: Topic 6, “Being Part of the Group”	D2.1 express personal feelings and ideas about art experiences and images (e.g., create a poster for an exhibition, using words of different sizes and colours to show their excitement about the event; express thoughts and ideas about an art work while in role as the artist in a peer artist interview)

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. As such, 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 4: Topic 2, “Learning About Decisions” Theme 4: Topic 3, “We Get Help With Our Decisions”</p>	<p>Substance Use, Addictions, and Related Behaviours</p> <p>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 (<i>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</i>) [CT]</p>
<p>Theme 1: Topic 1, “God Knows My Name” Theme 1: Topic 2, “Different and Alike” Theme 1: Topic 3, “All Kinds of Feelings” Theme 2: Topic 2, “Family Love is Open” Theme 2: Topic 5, “What is a Friend?” Theme 2: Topic 6, “Being Part of the Group”</p>	<p>Human Development and Sexual Health</p> <p>C1.3 identify the characteristics of healthy relationships (<i>e.g., accepting differences, being inclusive, communicating openly, listening, showing mutual respect and caring, being honest</i>) and describe ways of overcoming challenges (<i>e.g., bullying, exclusion, peer pressure, abuse</i>) in a relationship [IS]</p>
<p>Theme 2: Topic 5, “What is a Friend?” Theme 3: Topic 3, “Our First Home” Theme 3: Topic 5, “We Grow and Change”</p>	<p>C1.4 identify factors (<i>e.g., sleep, food, physical activity, heredity, environment, support from a caring adult, sense of belonging, peer influence</i>) that affect physical development (<i>e.g., of hair, skin, teeth, body size and shape</i>) and/or emotional development (<i>e.g., of self-awareness, adaptive skills, social skills</i>) [PS]</p>
<p>Theme 1: Topic 1, “God Knows My Name” Theme 1: Topic 2, “Different and Alike” Theme 5: Topic 1, “The World is Full of Wonderful People”</p>	<p>C3.3 describe how visible differences (<i>e.g., skin, hair, and eye colour, facial features, body size and shape, physical aids or different physical abilities, clothing, possessions</i>) and invisible differences (<i>e.g., learning abilities, skills and talents, personal or cultural values and beliefs, gender identity, sexual orientation, family background, personal preferences, allergies and sensitivities</i>) make each person unique, and identify ways of showing respect for differences in others [PS,IS]</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 a variety of oral texts by identifying important information or ideas and some supporting details
- communicate orally in a clear, coherent manner presenting ideas, opinions, and information orally in a logical sequence
- choose a variety of appropriate words and phrases, including descriptive words and some technical vocabulary and a few elements of style, to communicate their meaning accurately and engage the interest of their audience

The expectations for Reading include:

- demonstrate understanding of a variety of texts using stated and implied ideas from the texts as evidence
- express personal opinions about ideas presented in texts
- read appropriate texts at a sufficient rate and with sufficient expression to convey the sense of the text readily to the reader and 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 a variety of forms
- use words and phrases that will help convey their meaning as specifically as possible

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

<p>Theme 3: Topic 3, “Our First Home” Theme 4: Topic 2, “Learning About Decisions”</p>	<p>2.1 write short texts using a variety of forms (<i>e.g., a personal or factual recount of events or experiences that includes photographs or drawings and captions; a report comparing transportation in urban and rural communities; a paragraph explaining how physical geography and natural resources affected the development of early settler communities; a letter from the point of view of a settler, describing how First Nations people have taught the settlers to adapt to their new environment; a familiar story told from a new perspective; a patterned poem using rhyme or repetition</i>)</p>
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LANGUAGE

Media Literacy

<p>Theme 2: Topic 5, “What is a Friend?”</p>	<p>1.4 describe how different audiences might respond to specific media texts (<i>e.g., select a magazine that appeals to them, predict the responses of different age groups or of children from different countries to the magazine, and explain the reasons for their predictions</i>)</p>
<p>Theme 2: Topic 2, “Family Love is Open” Theme 2: Topic 4, “Sisters and Brothers”</p>	<p>3.1 identify the topic, purpose, and audience for media texts they plan to create (<i>e.g., a collage of images conveying the mood of a poem to help classmates understand the poem</i>)</p>
<p>Theme 2: Topic 2, “Family Love is Open”</p>	<p>3.2 identify an appropriate form to suit the specific purpose and audience for a media text they plan to create (<i>e.g., a tape-recorded interview to present a classmate’s opinion about a favourite show, toy, or game</i>)</p>
<p>Theme 2: Topic 2, “Family Love is Open” Theme 2: Topic 4, “Sisters and Brothers” Theme 5: Topic 1, “The World is Full of Wonderful People”</p>	<p>3.3 identify conventions and techniques appropriate to the form chosen for a media text they plan to create (<i>e.g., a pamphlet about a unit of study could require titles, headings, subheadings, captions, different font sizes, colour, and illustrations</i>)</p>
<p>Theme 2: Topic 2, “Family Love is Open” Theme 2: Topic 4, “Sisters and Brothers” Theme 5: Topic 1, “The World is Full of Wonderful People”</p>	<p>3.4 produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques</p>
<p>Theme 2: Topic 2, “Family Love is Open” Theme 2: Topic 4, “Sisters and Brothers” Theme 2: Topic 5, “What is a Friend?” Theme 5: Topic 1, “The World is Full of Wonderful People”</p>	<p>4.1 identify, initially with support and direction, what strategies they found most helpful in making sense of and creating media texts</p>

MATHEMATICS

Data Management and Probability

<p>Theme 1: Topic 2, <i>“Different and Alike”</i> Theme 2: Topic 4, <i>“Sisters and Brothers”</i> Theme 3: Topic 5, <i>“We Grow and Change”</i></p>	<ul style="list-style-type: none"> collect data by conducting a simple survey about themselves, their environment, issues in their school or community, or content from another subject
<p>Theme 1: Topic 2, <i>“Different and Alike”</i> Theme 2: Topic 1, <i>“Our Families”</i> Theme 2: Topic 4, <i>“Sisters and Brothers”</i> Theme 3: Topic 5, <i>“We Grow and Change”</i></p>	<ul style="list-style-type: none"> collect and organize categorical or discrete primary data and display the data in charts, tables, and graphs (including vertical and horizontal bar graphs), with appropriate titles and labels and with labels ordered appropriately along horizontal axes, as needed, using many-to-one correspondence (e.g., in a pictograph, one car sticker represents 3 cars; on a bar graph, one square represents 2 students)
<p>Theme 1: Topic 2, <i>“Different and Alike”</i> Theme 2: Topic 4, <i>“Sisters and Brothers”</i> Theme 3: Topic 5, <i>“We Grow and Change”</i></p>	<ul style="list-style-type: none"> read primary data presented in charts, tables, and graphs (including vertical and horizontal bar graphs), then describe the data using comparative language, and describe the shape of the data (e.g., “Most of the data are at the high end.”; “All of the data values are different.”)
<p>Theme 1: Topic 2, <i>“Different and Alike”</i> Theme 2: Topic 4, <i>“Sisters and Brothers”</i> Theme 3: Topic 5, <i>“We Grow and Change”</i></p>	<ul style="list-style-type: none"> interpret and draw conclusions from data presented in charts, tables, and graphs
<p>Theme 2: Topic 2, <i>“Family Love is Open”</i></p>	<ul style="list-style-type: none"> demonstrate an ability to organize objects into categories, by sorting and classifying objects using two or more attributes simultaneously

MATHEMATICS

Measurement

<p>Theme 3: Topic 5, <i>“We Grow and Change”</i></p>	<ul style="list-style-type: none"> estimate, measure, and record length, height, and distance, using standard units (i.e., centimetre, metre, kilometre)
<p>Theme 3: Topic 5, <i>“We Grow and Change”</i></p>	<ul style="list-style-type: none"> compare and order objects on the basis of linear measurements in centimetres and/or metres (e.g., compare a 3 cm object with a 5 cm object; compare a 50 cm object with a 1 m object) in problemsolving contexts

SCIENCE AND TECHNOLOGY

Understanding Life Systems

<p>Theme 4: Topic 3, “<i>We Get Help With Our Decisions</i>”</p> <p>Theme 3: Topic 3, “<i>Our First Home</i>”</p> <p>Theme 3: Topic 5, “<i>We Grow and Change</i>”</p>	<p>1.1 assess ways in which plants are important to humans and other living things, taking different points of view into consideration (<i>e.g., the point of view of home builders, gardeners, nursery owners, vegetarians</i>), and suggest ways in which humans can protect plants</p>
<p>Theme 4: Topic 2, “<i>Learning About Decisions</i>”</p> <p>Theme 4: Topic 3, “<i>We Get Help With Our Decisions</i>”</p>	<p>1.2 assess the impact of different human activities on plants, and list personal actions they can engage in to minimize harmful effects and enhance good effects</p>
<p>Theme 4: Topic 3, “<i>We Get Help With Our Decisions</i>”</p>	<p>3.1 describe the basic needs of plants, including air, water, light, warmth, and space</p>
<p>Theme 2: Topic 1, “<i>Our Families</i>”</p>	<p>3.5 describe ways in which humans from various cultures, including Aboriginal people, use plants for food, shelter, medicine, and clothing (<i>e.g., food – from rice plants; houses for shelter – from the wood of trees; medicines – from herbs; clothing – from cotton plants</i>)</p>
<p>Theme 4: Topic 2, “<i>Learning About Decisions</i>”</p>	<p>3.7 describe the different ways in which plants are grown for food (<i>e.g., on farms, in orchards, greenhouses, home gardens</i>), and explain the advantages and disadvantages of locally grown and organically produced food, including environmental benefits</p>
<p>Theme 4: Topic 2, “<i>Learning About Decisions</i>”</p> <p>Theme 4: Topic 3, “<i>We Get Help With Our Decisions</i>”</p>	<p>3.8 identify examples of environmental conditions that may threaten plant and animal survival (<i>e.g., extreme heat and cold; floods and/or droughts; changes in habitat because of human activities such as construction, use of gas-powered personal watercraft on lakes</i>)</p>

SCIENCE AND TECHNOLOGY

Understanding Structures and Mechanisms

<p>Theme 4: Topic 2, “<i>Learning About Decisions</i>”</p> <p>Theme 4: Topic 3, “<i>We Get Help With Our Decisions</i>”</p> <p>Theme 5: Topic 2, “<i>The World is Full of Wonderful Work</i>”</p>	<p>1.2 assess the environmental impact of structures built by various animals and those built by humans</p>
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SCIENCE AND TECHNOLOGY

Understanding Matter and Energy

<p>Theme 4: Topic 2, <i>“Learning About Decisions”</i></p> <p>Theme 4: Topic 3, <i>“We Get Help With Our Decisions”</i></p> <p>Theme 5: Topic 2, <i>“The World is Full of Wonderful Work”</i></p>	<p>1.1 assess the effects of the action of forces in nature (natural phenomena) on the natural and built environment, and identify ways in which human activities can reduce or enhance this impact</p>
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SCIENCE AND TECHNOLOGY

Understanding Earth and Space Systems

<p>Theme 4: Topic 2, <i>“Learning About Decisions”</i></p> <p>Theme 4: Topic 3, <i>“We Get Help With Our Decisions”</i></p>	<p>1.1 assess the impact of soils on society and the environment, and suggest ways in which humans can enhance positive effects and/or lessen or prevent harmful effects</p>
<p>Theme 4: Topic 2, <i>“Learning About Decisions”</i></p> <p>Theme 4: Topic 3, <i>“We Get Help With Our Decisions”</i></p>	<p>1.2 assess the impact of human action on soils, and suggest ways in which humans can affect soils positively and/or lessen or prevent harmful effects on soils</p>

SOCIAL STUDIES

Heritage and Identity

<p>Theme 2: Topic 1, <i>“Our Families”</i></p> <p>Theme 2: Topic 6, <i>“Being Part of the Group”</i></p> <p>Theme 4: Topic 1, <i>“Families Have Commitments”</i></p> <p>Theme 5: Topic 2, <i>“The World is Full of Wonderful Work”</i></p>	<p>A1.2 compare some of the roles of and challenges facing people in Canada around the beginning of the nineteenth century with those in the present day (<i>e.g., the roles of women, men, and children; challenges related to the environment, work, community life, the law</i>)</p>
<p>Theme 5: Topic 1, <i>“The World is Full of Wonderful People”</i></p>	<p>A1.3 identify some key components of the Canadian identity (<i>e.g., bilingualism, multiculturalism, founding nations, religious freedom</i>), and describe some of the ways in which communities that were in Canada around the early 1800s have had an impact on Canadian identity (<i>e.g., with reference to Canada’s official languages, cultural contributions, place names, observances such as National Aboriginal Day or Black History Month</i>)</p>

<p>Theme 5: Topic 2, <i>“The World is Full of Wonderful Work”</i></p>	<p>A3.3 identify some of the main factors that helped shape the development of settlements in Canada during this period (<i>e.g., the establishment of trading posts based on trade routes and the knowledge of First Nations peoples; navigable lakes and rivers for trade and transportation; climate; proximity to natural resources; the origins of settlers</i>), and describe how the physical features of the land (<i>e.g., topography, proximity to water, fertility of the soil</i>) and the availability of goods and services (<i>e.g., mills, churches, roads</i>) can facilitate settlement and enhance community life</p>
<p>Theme 1: Topic 2, <i>“Different and Alike”</i> Theme 2: Topic 6, <i>“Being Part of the Group”</i> Theme 5: Topic 1, <i>“The World is Full of Wonderful People”</i></p>	<p>A3.7 describe how some different communities in Canada related to each other during this period, with a focus on whether the relationships were characterized by conflict or cooperation (<i>e.g., cooperation between First Nations and settler communities with respect to the sharing of medicines and technologies; intermarriage between First Nations women and European men; cooperative efforts to establish farms and villages; conflict as settlers impinged on First Nations lands; conflicts between different religious or ethnic groups</i>)</p>

SOCIAL STUDIES

People and Environments

<p>Theme 5: Topic 2, <i>“The World is Full of Wonderful Work”</i></p>	<p>B1.1 describe some major connections between features of the natural environment of a region and the type of land use and/or the type of community that is established in that region</p>
<p>Theme 5: Topic 2, <i>“The World is Full of Wonderful Work”</i></p>	<p>B1.2 describe some major connections between features of the natural environment and the type of employment that is available in a region, with reference to two or more municipal regions in Ontario (<i>e.g., in the District Municipality of Muskoka, which is known for its lakes, beaches, and many islands, some of the employment opportunities are seasonal jobs in the recreation industry; Dryden and its surrounding area is heavily forested, so there are a number of employment opportunities in the pulp and paper industry; the natural attraction of Niagara Falls led to the development of the area around it as a tourist centre, so the region offers many jobs in tourist and service industries</i>)</p>

<p>Theme 5: Topic 2, “The World is Full of Wonderful Work”</p>	<p>B3.4 identify and describe the main types of employment that are available in two or more municipal regions in Ontario (<i>e.g., jobs dependent on natural resources; jobs in manufacturing, tourism and recreation, the service sector, education, government</i>)</p>
<p>Theme 5: Topic 2, “The World is Full of Wonderful Work”</p>	<p>B3.5 describe major types of land use (<i>e.g., for agriculture, industry, commerce, housing, recreation, transportation, conservation</i>) and how they address human needs and wants (<i>e.g., agricultural lands provide us with a variety of foods for local consumption and export; land use for recreation enables people to enjoy the outdoors and to participate in or watch sports and other activities; residential areas have different types of buildings to meet people’s housing needs; conservation lands protect ecosystems and habitat for organisms so that biodiversity is preserved for future generations; untouched wetlands help ensure clean water and a healthy habitat</i>)</p>

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 New Changes to Reflect . . .
Appendix B	207, 208, 209, 210, 211, 212, 213, 214, 214a, 214b, 214c, 214d, 214e, 214f, 214g, 214h	<ul style="list-style-type: none"> • pp. 207–214h: Appendix B
Appendix E	229, 230	<ul style="list-style-type: none"> • pp. 229–230: new Appendix E