

**Supplemental Resources for
Fully Alive to Support
Catholic Teachers with the
Ontario Curriculum,
Health and Physical
Education, 2015
Grade 4**



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:

3 replacement pages (double-sided)

New Appendix B

New Appendix E

Contents

| | |
|--|----|
| <i>Letter from Bishop Paul-Andre Durocher</i> | 7 |
| <i>Foreword to the 1st edition</i> | 9 |
| <i>Introductory Note to the 2nd edition</i> | 16 |
| <i>Prayer for families</i> | 19 |
| <i>Introduction to the Fully Alive program</i> | 20 |
| <i>Family Letter</i> | 33 |

Theme One: Created and Loved by God

| | |
|---|----|
| <i>Introduction and Overview</i> | 35 |
| <i>Theme One Letter to Families</i> | 37 |
| Topic 1: My Life is a Gift | 38 |
| Topic 2: Alike and Different | 45 |
| Topic 3: Growing Up | 52 |
| Topic 4: We Do Not Grow Alone | 61 |
| Topic 5: Connected to Each Other | 66 |

Theme Two: Living in Relationship

| | |
|---|-----|
| <i>Introduction and Overview</i> | 73 |
| <i>Theme Two Letter to Families</i> | 76 |
| Topic 1: Families Spend Time Together | 77 |
| Topic 2: Families Show Love | 84 |
| Topic 3: A Difficult Time for the Family | 89 |
| Topic 4: We Share Responsibilities | 95 |
| Topic 5: Making Friends | 101 |

Theme Three: Created Sexual: Male and Female

| | |
|--|-----|
| <i>Introduction and Overview</i> | 109 |
| <i>Theme Three Letter to Families</i> | 112 |
| Topic 1: A Family Celebration | 114 |
| Topic 2: Love and New Life | 119 |
| Topic 3: What Makes You You? | 125 |
| Topic 4: From a Tiny Cell to a New Baby | 131 |
| Topic 5: The Baby Arrives | 136 |
| Topic 6: Thinking About Growing Up | 142 |

.....

Theme Four: Growing in Commitment

| | |
|---------------------------------------|-----|
| <i>Introduction and Overview</i> | 149 |
| <i>Theme Four Letter to Families</i> | 151 |
| Topic 1: What is a Commitment? | 152 |
| Topic 2: Making Commitments | 159 |
| Topic 3: Keeping Commitments | 163 |

.....

Theme Five: Living in the World

| | |
|---------------------------------------|-----|
| <i>Introduction and Overview</i> | 169 |
| <i>Theme Five Letter to Families</i> | 171 |
| Topic 1: The World is Our Home | 172 |
| Topic 2: Caring for the World | 179 |
| Topic 3: Building God’s World | 186 |

.....

Appendices

| | |
|---|-----|
| A Assessment and Evaluation | 193 |
| B <i>Fully Alive</i> and Curriculum Connections | 215 |
| C Learning Expectations for Grades 3 and 4 | 225 |
| D Catholic Teaching on Family, Marriage, and Sexuality | 230 |
| E New Changes to Reflect the Health and Physical Education Curriculum, 2015 | 239 |

Note to the Teacher

In this final topic of Theme 3, the story of the Casey family’s anniversary celebration comes to an end and the students take a little time to look ahead and think about what the future will bring to them.

In Theme One, Topic 3, the students learned about two stages of human development: infancy and childhood. In this topic, they complete the cycle with a look at adolescence and adulthood. The stage of adolescence is likely to hold more interest for them than adulthood, since many of them will start experiencing the changes of puberty within the next year or so.

This topic is not a lesson on puberty, but it does provide an opportunity for the students to ask questions about the stage of development that lies ahead for them.

You may find that a few girls in your class have already begun to show the first signs of puberty. It is important to be sensitive to them during this topic. All of the students need to know that each person develops according to a unique timetable. It is also important for them to realize that at every stage in their development, they will continue to learn more about themselves and the gift of their lives as females and males.

Note: Parents of girls in your class who are showing signs of puberty may mention this to you and ask for advice. You could encourage them to visit the Online Family Edition of *Fully Alive* (www.occb.on.ca) where they will find information about puberty and preparing girls for menstruation.

Important Words

- *adolescence, adulthood*

Program Resources

- Tim’s Dream (Picture Chart)
- Student Book, pages 57 – 62
- Family Connections (Growing Up)
- BLM #20 — The Gift of Being Male and Female

Curriculum Connections

This topic addresses one of the expectations in the Health and Physical Education Curriculum (Growth and Development).

We Experience

Read pages 57 – 58 with the students and invite their response. You might ask them:

- Did any of you ever give yourself a haircut when you were little? What did your mom or dad say?
- Do you have any home movies or old photographs that you and your family like to look at? What do you think when you see them?
- Why do you think Tim always complains about being too young? (he's the youngest member of the family; all the other children in the family can do things that he can't do yet)

We Discover

- How do you think you will change physically? (grow taller; your body will develop; perspiration; acne; boys voices will get deeper; girls will develop breasts) With this in mind, how will you take care of your body as it changes – what might you need to do differently? (more frequent showers/baths; regular clothing changes; use of deodorant)
- God created us as whole persons body, mind, and spirit. We are all unique and we develop at different times during puberty, sometimes very quickly. What are some of the feelings you might experience as these changes happen? (excitement; happiness; embarrassment; confusion and fear; sometimes it is hard to

Display the Picture Chart, Tim's Dream, and invite the students' response. What do they think Tim was dreaming about? Have them identify some of the situations Tim is dreaming about. Do they ever dream about growing up? What happens in their dreams?

Read the top of page 60 together and invite the students' response. You might ask them:

- What is another word for *adolescence*? (teenage years)
- Are you looking forward to being an adolescent? Why? Why not?
- How do you think you will change? (grow taller; your body will develop; boys voices will get deeper; you'll be able to learn more difficult subjects)

Ask students to read Frank Casey's and Anna Strano's descriptions of themselves. Invite the students' response. You might ask them:

- What did you learn about Frank?
- What does *mature* mean? (grown-up)
- Why do you think Frank was self-conscious about his size when he first grew? (he wasn't used to being so big; it made him feel strange) You might explain that it is normal for adolescents to feel self-conscious about the way they look.
- What does it mean to be moody? (up and down; emotional; sometimes difficult to get along with) You might explain that it's normal for younger adolescents to feel moody.
- What did you learn about Anna?
- Why is Anna having trouble getting along with her mother? (she thinks her mother wants to know too much about her life) You might explain that many young adolescents feel that way.
- Why is Frank more mature than Anna? (he's older; his father's accident made him grow up more quickly)

identify what my feelings are or why I feel a particular way)

- We also experience changes socially as we develop physically. What can change socially during puberty? (friendships change as people become interested in different things at different times; there might be some who tease you about your physical changes; you might be treated differently if you look “older” than you really are)

Health and Physical Education expectations C1.5 and C2.4

Ask the students to read Jane and Elizabeth Casey’s descriptions of themselves. Invite the students’ response.

- What did you learn about Jane?
- Do you think Jane is happy? Why? Why not? (You might explain that many young adults feel the way Jane does. They’re not sure what they want to do with their lives.)
- What tells you that Jane is an adult? (she has a full-time job, she has her own place to live; she supports herself)
- What did you learn about Elizabeth Casey?
- Why do you think it surprises Mrs. Casey that she’s still learning and changing? (You might point out that many people think they have finished growing up when they become adults and think they know everything there is to know.)
- Both Jane and her mother are adults, but what is the difference between them? (Mrs. Casey is older; Jane is at the beginning of adult life; Mrs. Casey is in the middle years of her life)
- Frank, Anna, Jane, and Mrs. Casey — which one of these people did you like best? Why?

As you explore with the students the adolescent and adult stages of human life, 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.

- Adolescence is the stage of human life after childhood and before adulthood. It’s a time of change. Your body grows and changes, and your feelings, mind, and spirit change and develop, too.
- Adulthood is the last stage of human life. Some adults are young, some are middle-aged, and some are old. You don’t stop learning and changing just because you’re an adult.
- In a few years we will leave the stage of childhood and become adolescents.

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

Bring the topic to a close by reading the last part of page 61. You might ask your students if they are in a hurry to grow up. Why? Why not?

We Respond

Read the poem, “Growing up,” (page 62) with the students. After they are familiar with it, they can divide into groups, with each group representing one stage of growing up.

Reflecting on Theme Three

Now that the students have reached the end of Theme Three, distribute copies of BLM #20, *The Gift of Being Male and Female*, and ask them to complete it. They may find it helpful to look through their books (pages 37 – 62) before completing the questions.

We Explore (related activities)

- **Family Connections** — Send home the Family Connections sheet (Growing Up) so that the students can share with their families what they have been learning.
- **My Dream** — Invite the students to create a slide show of what they imagine their lives as teenagers might be like. The show could include photographs of each member of the class and music in the background. As each photo appears, the student can say what his or her dream is for the future. (**Curriculum Connection:** Language, Media Literacy, see Appendix B, pages 223 – 224)

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 4.

RELIGIOUS EDUCATION

Celebrating

| | |
|--|---|
| <p>Theme 1: Topic 1, <i>“My Life is a Gift”</i> Theme 3: Topic 1, <i>“A Family Celebration”</i> Theme 3: Topic 3, <i>“What Makes You You?”</i> Theme 5: Topic 1, <i>“The World is Our Home”</i></p> | <p>CL2.3 Identify certain gifts coming from God which, when we experience them in our lives, transform us and those who are in relationship with us (wonders of nature, the beauty of the arts, the laughter of a baby, the love of a parent or guardian).</p> |
|--|---|

RELIGIOUS EDUCATION

Living in Solidarity

| | |
|---|--|
| <p>Theme 1: Topic 4, <i>“We Do Not Grow Alone”</i></p> | <p>LS1.3 Identify those individuals in society who exercise legitimate authority, who work and care for the good of all people and explain why their role is important for the proper functioning of the human community. [CCC nos. 1897–1904]</p> |
| <p>Theme 1: Topic 1, <i>“My Life is a Gift”</i> Theme 1: Topic 2, <i>“Alike and Different”</i> Theme 1: Topic 4, <i>“We Do Not Grow Alone”</i> Theme 1: Topic 5, <i>“Connected to Each Other”</i> Theme 5: Topic 1, <i>“The World is Our Home”</i> Theme 5: Topic 2, <i>“Caring for the World”</i> Theme 5: Topic 3, <i>“Building God’s World”</i></p> | <p>LS2.1 Examine a selection of scripture passages to identify the image of the human being and Creation that the scriptures present (Genesis 1–3 – made in God’s image, communal beings; the goodness of the world, the goods of the world for the use of human persons; I Cor. 12:4–13 – through the Holy Spirit, the Christian community has been given many gifts that are to be shared in order build up the Kingdom of God – co-creators with God). [CCC nos. 325–421; 1877–1927]</p> |
| <p>Theme 5: Topic 2, <i>“Caring for the World”</i></p> | <p>LS2.3 Identify and describe ways we are called as human beings to be responsible stewards who protect the environment and promote creation (i.e., natural ecological world in which we live) that has its origins in the creative will and purpose of God. [CCC nos. 1877–1927]</p> |

RELIGIOUS EDUCATION

Praying

| | |
|---|--|
| <p>Theme 1: Topic 1, “My Life is a Gift” Theme 2: Topic 3, “A Difficult Time for the Family”</p> | <p>PR1.1 Identify through examples of scripture how Jesus hears our prayer and in doing so allows us to increase in the virtues of faith, hope and love. (Matt. 6:8, 7:7–11; Ps. 34:156; Ps. 10:17; Isa. 35:5–6, 61:1–2; Jer. 33:3; Ex. 32:11–14; Moses in the desert, Moses and the escape from Egypt.) [CCC nos. 2607–2616]</p> |
|---|--|

THE ARTS

Drama

| | |
|---|--|
| <p>Theme 2: Topic 1, “Families Spend Time Together” Theme 2: Topic 5, “Making Friends”</p> | <p>B1.1 engage actively in drama exploration and role play, with a focus on exploring drama structures, key ideas, and pivotal moments in their own stories and stories from diverse communities, times, and places (<i>e.g., use role play to explore the hierarchical structure of medieval society; use “inner and outer circle” to examine moments of conflict and power imbalance in group improvisations on a common theme</i>)</p> |
| <p>Theme 2: Topic 1, “Families Spend Time Together” Theme 2: Topic 5, “Making Friends”</p> | <p>B1.3 plan and shape the direction of the drama or role play by posing questions and working with others to find solutions, both in and out of role (<i>e.g., In role: improvise possible solutions to a problem; Out of role: help select a drama form to represent the group’s idea</i>)</p> |
| <p>Theme 2: Topic 1, “Families Spend Time Together” Theme 2: Topic 5, “Making Friends”</p> | <p>B1.4 communicate thoughts, feelings, and ideas to a specific audience, using audio, visual, and/or technological aids to enhance their drama work (<i>e.g., use dimmed lights, black lights, and music to suggest a mood; project images with an overhead/ data projector; use a microphone to enhance or create sound effects or amplify narration [such as a spirit communication in an Aboriginal story]</i>)</p> |

THE ARTS

Music

| | |
|--|--|
| <p>Theme 3: Topic 1, “A Family Celebration”</p> | <p>C1.1 sing and/or play, in tune, from musical notation, unison and two-part music with simple accompaniments from a wide variety of cultures, styles, and historical periods (<i>e.g., perform folk songs with syncopation and traditional songs with a simple harmony part</i>)</p> |
| <p>Theme 3: Topic 1, “A Family Celebration”</p> | <p>C1.3 create musical compositions for specific purposes and audiences (<i>e.g., write a composition for recorder using musical notation on the five-line staff; compose a piece using non-traditional notation, such as a melody map or icons; compose a soundscape to represent the physical landscape of Canada; create a composition to accompany a dance piece</i>)</p> |

THE ARTS

Visual Arts

| | |
|---|---|
| <p>Theme 1: Topic 1, “My Life is a Gift” Theme 1: Topic 4, “We Do Not Grow Alone” Theme 1: Topic 5, “Connected to Each Other” Theme 2: Topic 2, “Families Show Love” Theme 2: Topic 4, “We Share Responsibilities” Theme 3: Topic 1, “A Family Celebration” Theme 3: Topic 2, “Love and New Life” Theme 4: Topic 2, “Making Commitments”</p> | <p>D1.1 create two- and three-dimensional works of art that express feelings and ideas inspired by their interests and experiences (<i>e.g., a comic strip or a storyboard featuring a space voyage; an oil pastel drawing of peers in sports or dance poses; a painted still life of objects related to a hobby</i>)</p> |
| <p>Theme 2: Topic 2, “Families Show Love” Theme 2: Topic 4, “We Share Responsibilities” Theme 3: Topic 5, “The Baby Arrives” Theme 4: Topic 2, “Making Commitments”</p> | <p>D1.2 demonstrate an understanding of composition, using selected principles of design to create narrative art works or art works on a theme or topic (<i>e.g., a collaborative mural depicting a historical or an imaginary landscape in which objects and figures placed in the foreground create areas of emphasis, and objects placed in the background show diminishing size; a relief print of a seascape in which shapes that are similar, but are different in size or colour, give the work both unity and variety</i>)</p> |

| | |
|---|--|
| <p>Theme 1: Topic 1, <i>“My Life is a Gift”</i> Theme 1: Topic 3, <i>“Growing Up”</i> Theme 1: Topic 4, <i>“We Do Not Grow Alone”</i> Theme 1: Topic 5, <i>“Connected to Each Other”</i> Theme 2: Topic 2, <i>“Families Show Love”</i> Theme 2: Topic 4, <i>“We Share Responsibilities”</i> Theme 3: Topic 1, <i>“A Family Celebration”</i> Theme 3: Topic 2, <i>“Love and New Life”</i> Theme 4: Topic 2, <i>“Making Commitments”</i></p> | <p>D1.3 use elements of design in art works to communicate ideas, messages, and understandings (e.g., create a poster using colour and cropping of space to propose a solution to climate change; use contour lines of various weights in a charcoal gesture drawing of a person to capture the impression of movement; create a paper sculpture portrait of a favourite comic character that explores positive and negative space, using techniques of folding, scoring, fringing, and crimping)</p> |
| <p>Theme 2: Topic 2, <i>“Families Show Love”</i></p> | <p>D2.3 demonstrate awareness of the meaning of signs, symbols, and styles in works of art (e.g., symbols representing luck; fonts typically used in marketing; heraldic symbols; aboriginal totems around the world; Egyptian hieroglyphics)</p> |

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.

| | |
|---|---|
| Theme 1: Topic 5, “Connected to Each Other” | Personal Safety and Injury Prevention C1.2 identify risks associated with communications technology (e.g., <i>Internet and cell phone use, including participation in gaming and online communities and the use of text messaging</i>), and describe precautions and strategies for using these technologies safely [IS] |
| Theme 1: Topic 5, “Connected to Each Other” Theme 2: Topic 5, “Making Friends” | C1.3 describe various types of bullying and abuse (e.g., <i>social, physical, verbal</i>), including bullying using technology (e.g., <i>via e-mail, text messaging, chat rooms, websites</i>), and identify appropriate ways of responding [IS] |
| *Theme 3: Topic 6, “Thinking About Growing Up” | Human Development and Sexual Health C1.5 describe the physical changes that occur in males and females at puberty (e.g., <i>growth of body hair, breast development, changes in voice and body size, production of body odour, skin changes</i>) and the emotional and social impacts that may result from these changes [PS] |
| *Theme 3: Topic 6, “Thinking About Growing Up” | C2.4 demonstrate an understanding of personal care needs and the application of personal hygienic practices associated with the onset of puberty (e.g., <i>increased importance of regular bathing/showering and regular clothing changes; use of hygiene products; continuing importance of regular hygiene practices, including hand washing, oral health care, and care of prosthetic devices and residual limbs</i>) [PS] |

* 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 summarizing important ideas and citing supporting details

- extend understanding of oral texts by connecting the ideas in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them
- communicate in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form

The expectations for Reading include:

- demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details
- extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them
- express opinions about the ideas and information in texts and cite evidence from the text to support their opinions

The expectations for Writing include:

- gather information to support ideas for writing using a variety of strategies and oral, print, and electronic sources
- write more complex texts using a variety of forms
- use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: common and proper nouns; verbs in the simple present, past, and future tenses; adjectives and adverbs; subject/ verb agreement; prepositions; and conjunctions

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.

Media Literacy

| | |
|--|--|
| <p>Theme 1: Topic 2, <i>“Alike and Different”</i> Theme 1: Topic 3, <i>“Growing Up”</i> Theme 1: Topic 4, <i>“We Do Not Grow Alone”</i> Theme 1: Topic 5, <i>“Connected to Each Other”</i> Theme 2: Topic 1, <i>“Families Spend Time Together”</i> Theme 2: Topic 2, <i>“Families Show Love”</i> Theme 3: Topic 5, <i>“The Baby Arrives”</i> Theme 4: Topic 3, <i>“Keeping Commitments”</i> Theme 5: Topic 2, <i>“Caring for the World”</i></p> | <p>3.1 describe in detail the topic, purpose, and audience for media texts they plan to create (<i>e.g., an album of camera shots to help classmates understand the uses of different camera angles and distances in photography and/or film</i>)</p> |
|--|--|

| | |
|---|--|
| <p>Theme 1: Topic 2, <i>“Alike and Different”</i></p> <p>Theme 1: Topic 3, <i>“Growing Up”</i></p> <p>Theme 1: Topic 4, <i>“We Do Not Grow Alone”</i></p> <p>Theme 1: Topic 5, <i>“Connected to Each Other”</i></p> <p>Theme 2: Topic 1, <i>“Families Spend Time Together”</i></p> <p>Theme 2: Topic 2, <i>“Families Show Love”</i></p> <p>Theme 3: Topic 5, <i>“The Baby Arrives”</i></p> <p>Theme 4: Topic 3, <i>“Keeping Commitments”</i></p> <p>Theme 5: Topic 2, <i>“Caring for the World”</i></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 poster advertising a school science fair; a flyer to encourage students to participate in the fair</i>)</p> |
| <p>Theme 1: Topic 2, <i>“Alike and Different”</i></p> <p>Theme 1: Topic 3, <i>“Growing Up”</i></p> <p>Theme 1: Topic 4, <i>“We Do Not Grow Alone”</i></p> <p>Theme 1: Topic 5, <i>“Connected to Each Other”</i></p> <p>Theme 2: Topic 1, <i>“Families Spend Time Together”</i></p> <p>Theme 2: Topic 2, <i>“Families Show Love”</i></p> <p>Theme 3: Topic 5, <i>“The Baby Arrives”</i></p> <p>Theme 4: Topic 3, <i>“Keeping Commitments”</i></p> <p>Theme 5: Topic 2, <i>“Caring for the World”</i></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 board game related to a unit of study from a curriculum subject area could include a list of game rules; a board showing the game name, movement path, obstacles, and finish line; and visual details that will appeal to the intended audience</i>)</p> |
| <p>Theme 1: Topic 2, <i>“Alike and Different”</i></p> <p>Theme 1: Topic 3, <i>“Growing Up”</i></p> <p>Theme 1: Topic 4, <i>“We Do Not Grow Alone”</i></p> <p>Theme 1: Topic 5, <i>“Connected to Each Other”</i></p> <p>Theme 2: Topic 1, <i>“Families Spend Time Together”</i></p> <p>Theme 2: Topic 2, <i>“Families Show Love”</i></p> <p>Theme 3: Topic 5, <i>“The Baby Arrives”</i></p> <p>Theme 3: Topic 6, <i>“Thinking About Growing Up”</i></p> <p>Theme 4: Topic 3, <i>“Keeping Commitments”</i></p> <p>Theme 5: Topic 2, <i>“Caring for the World”</i></p> | <p>3.4 produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques (<i>e.g., an album of camera shots showing the different angles and distances and commenting on their uses; a poem, announcement, or flyer produced electronically by combining word-processed text with pictures and/or photographs; a mock television commercial for a favourite cereal, toy, or book; a newspaper article that includes a photograph and headline; a board game related to a unit of study from a curriculum subject area such as science or health; a picture book to accompany a unit of study for a younger grade; a storyboard identifying the sound effects, images, and dialogue to be used in filming a scene from a novel</i>)</p> |
| <p>Theme 1: Topic 2, <i>“Alike and Different”</i></p> <p>Theme 1: Topic 3, <i>“Growing Up”</i></p> <p>Theme 1: Topic 4, <i>“We Do Not Grow Alone”</i></p> <p>Theme 2: Topic 1, <i>“Families Spend Time Together”</i></p> <p>Theme 2: Topic 2, <i>“Families Show Love”</i></p> <p>Theme 3: Topic 5, <i>“The Baby Arrives”</i></p> <p>Theme 4: Topic 3, <i>“Keeping Commitments”</i></p> <p>Theme 5: Topic 2, <i>“Caring for the World”</i></p> | <p>4.1 identify, initially with support and direction, what strategies they found most helpful in making sense of and creating media texts, and explain how these and other strategies can help them improve as media viewers/listeners/producers</p> |

| | |
|--|--|
| Theme 1: Topic 2, <i>“Alike and Different”</i> Theme 1: Topic 3, <i>“Growing Up”</i> Theme 1: Topic 4, <i>“We Do Not Grow Alone”</i> Theme 2: Topic 1, <i>“Families Spend Time Together”</i> Theme 2: Topic 2, <i>“Families Show Love”</i> Theme 3: Topic 5, <i>“The Baby Arrives”</i> Theme 4: Topic 3, <i>“Keeping Commitments”</i> Theme 5: Topic 2, <i>“Caring for the World”</i> | 4.2 explain, initially with support and direction, how their skills in listening, speaking, reading, and writing help them to make sense of and produce media texts |
|--|--|

MATHEMATICS

Data Management and Probability

| | |
|---|---|
| Theme 1: Topic 2, <i>“Alike and Different”</i> Theme 1: Topic 3, <i>“Growing Up”</i> Theme 2: Topic 1, <i>“Families Spend Time Together”</i> Theme 2: Topic 4, <i>“We Share Responsibilities”</i> Theme 3: Topic 3, <i>“What Makes You You?”</i> | <ul style="list-style-type: none"> collect data by conducting a survey (e.g., “Choose your favourite meal from the following list: breakfast, lunch, dinner, other.”) or an experiment to do with themselves, their environment, issues in their school or the community, or content from another subject, and record observations or measurements |
| Theme 1: Topic 2, <i>“Alike and Different”</i> Theme 1: Topic 3, <i>“Growing Up”</i> Theme 2: Topic 1, <i>“Families Spend Time Together”</i> Theme 2: Topic 4, <i>“We Share Responsibilities”</i> Theme 3: Topic 3, <i>“What Makes You You?”</i> | <ul style="list-style-type: none"> collect and organize discrete primary data and display the data in charts, tables, and graphs (including stem-and-leaf plots and double bar graphs), that have appropriate titles, labels (e.g., appropriate units marked on the axes), and scales (e.g., with appropriate increments) that suit the range and distribution of the data, using a variety of tools (e.g., graph paper, simple spread-sheets, dynamic statistical software) |
| Theme 1: Topic 2, <i>“Alike and Different”</i> Theme 1: Topic 3, <i>“Growing Up”</i> Theme 2: Topic 4, <i>“We Share Responsibilities”</i> Theme 3: Topic 3, <i>“What Makes You You?”</i> | <ul style="list-style-type: none"> read, interpret, and draw conclusions from primary data (e.g., survey results, measurements, observations) and from secondary data (e.g., temperature data in the newspaper, data from the Internet about endangered species), presented in charts, tables, and graphs (including stem-and-leaf plots and double bar graphs) |
| Theme 1: Topic 2, <i>“Alike and Different”</i> Theme 1: Topic 3, <i>“Growing Up”</i> | <ul style="list-style-type: none"> demonstrate, through investigation, an understanding of median (e.g., “The median is the value in the middle of the data. If there are two middle values, you have to calculate the middle of those two values.”) and determine the median of a set of data (e.g., “I used a stem-and-leaf plot to help me find the median.”) |

| | |
|---|--|
| Theme 1: Topic 2, “Alike and Different” Theme 1: Topic 3, “Growing Up” Theme 3: Topic 3, “What Makes You You?” | <ul style="list-style-type: none"> describe the shape of a set of data across its range of values, using charts, tables, and graphs (e.g., “The data values are spread out evenly.”; “The set of data bunches up around the median.”) |
| Theme 1: Topic 2, “Alike and Different” Theme 1: Topic 3, “Growing Up” Theme 2: Topic 4, “We Share Responsibilities” | <ul style="list-style-type: none"> compare similarities and differences between two related sets of data, using a variety of strategies (e.g., by representing the data using tally charts, stem-and-leaf plots, or double bar graphs; by determining the mode of the median; by describing the shape of a data set across its range of values) |

MATHEMATICS

Measurement

| | |
|---------------------------------------|--|
| Theme 1: Topic 3, “Growing Up” | <ul style="list-style-type: none"> estimate, measure, and record length, height, and distance, using standard units (i.e., millimetre, centimetre, metre, kilometre, (e.g., a pencil that is 75 mm long)) |
| Theme 1: Topic 3, “Growing Up” | <ul style="list-style-type: none"> describe, through investigation, the relationship between various units of length (i.e., millimetre, centimetre, decimetre, metre, kilometre) |

SCIENCE AND TECHNOLOGY

Understanding Life Systems

| | |
|---|---|
| Theme 5: Topic 2, “Caring for the World” | 1.1 analyse the positive and negative impacts of human interactions with natural habitats and communities (e.g., <i>human dependence on natural materials</i>), taking different perspectives into account (e.g., <i>the perspectives of a housing developer, a family in need of housing, an ecologist</i>), and evaluate ways of minimizing the negative impacts |
| Theme 5: Topic 2, “Caring for the World” | 1.2 identify reasons for the depletion or extinction of a plant or animal species (e.g., <i>hunting, disease, invasive species, changes in or destruction of its habitat</i>), evaluate the impacts on the rest of the natural community, and propose possible actions for preventing such depletions or extinctions from happening |

| | |
|---|--|
| Theme 5: Topic 2, “Caring for the World” | 2.3 use scientific inquiry/research skills (see page 15) to investigate ways in which plants and animals in a community depend on features of their habitat to meet important needs (<i>e.g., beavers use water for shelter [they build their lodges so the entrance is under water], food [cattails, water lilies, and other aquatic plants], and protection [they slap their tails on the water to warn of danger]</i>) |
| Theme 5: Topic 2, “Caring for the World” | 2.5 use appropriate science and technology vocabulary, including habitat, population, community, adaptation, and food chain, in oral and written communication |
| Theme 5: Topic 2, “Caring for the World” | 3.3 identify factors (<i>e.g., availability of water or food, amount of light, type of weather</i>) that affect the ability of plants and animals to survive in a specific habitat |
| Theme 5: Topic 2, “Caring for the World” | 3.4 demonstrate an understanding of a community as a group of interacting species sharing a common habitat (<i>e.g., the life in a meadow or in a patch of forest</i>) |
| Theme 5: Topic 2, “Caring for the World” | 3.7 describe structural adaptations that allow plants and animals to survive in specific habitats (<i>e.g., the thick stem of a cactus stores water for the plant; a duck’s webbed feet allow it to move quickly and efficiently in water</i>) |
| Theme 5: Topic 2, “Caring for the World” | 3.8 explain why changes in the environment have a greater impact on specialized species than on generalized species (<i>e.g., diminishing ice cover hampers the ability of polar bears to hunt seals, their main food source, and so the polar bear population in some areas is becoming less healthy and may begin to decrease; black bear habitat has been heavily disrupted by human encroachment, but because black bears are highly adaptable omnivores that eat everything from insects to garbage generated by humans, their numbers have been increasing</i>) |
| Theme 5: Topic 2, “Caring for the World” | 3.9 demonstrate an understanding of why all habitats have limits to the number of plants and animals they can support |
| Theme 5: Topic 2, “Caring for the World” | 3.10 describe ways in which humans are dependent on natural habitats and communities (<i>e.g., for water, medicine, flood control in wetlands, leisure activities</i>) |

SOCIAL STUDIES

People and Environments

| | |
|---|--|
| <p>Theme 5: Topic 2, “Caring for the World” Theme 5: Topic 3, “Building God’s World”</p> | <p>B1.1 analyse some of the general ways in which the natural environment of regions in Canada has affected the development of industry (<i>e.g., how the characteristics of the Canadian Shield made possible the development of mining and smelting, forestry, fresh water fisheries, pulp and paper; how the characteristics of the Maritime provinces made possible the development of fisheries, coal mining, agriculture, off-shore oil drilling; how the topography and climate of the Prairies make the region suitable for large-scale farming and ranching</i>)</p> |
| <p>Theme 5: Topic 2, “Caring for the World”</p> | <p>B1.3 describe some key actions taken by both industries and citizens to address the need for more sustainable use of land and resources (<i>e.g., controlling industrial tailings; putting solar panels on houses or other buildings; ensuring responsible hunting and fishing practices; consulting with First Nations, Métis, and/or Inuit communities about resource development in their territories</i>), and assess their effectiveness</p> |
| <p>Theme 5: Topic 2, “Caring for the World”</p> | <p>B2.1 formulate questions to guide investigations into some of the issues and challenges associated with balancing human needs/wants and activities with environmental stewardship in one or more of the political and/or physical regions of Canada</p> |
| <p>Theme 5: Topic 2, “Caring for the World”</p> | <p>B2.2 gather and organize information and data from various sources to investigate issues and challenges associated with balancing human needs/wants and activities with environmental stewardship in one or more of the political and/or physical regions of Canada (<i>e.g., spatial technologies and satellite images showing physical features; print and digital thematic maps showing land use or population; climate graphs for various regions; writer views with peers from different regions using electronic communications; an interview with a First Nation or Inuit Elder or a Métis Senator</i>)</p> |
| <p>Theme 5: Topic 2, “Caring for the World”</p> | <p>B2.5 evaluate evidence and draw conclusions about issues and challenges associated with balancing human needs/wants and activities with environmental stewardship in Canada</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 . . . |
| Theme 3, Topic 6 | 144, 145 | <ul style="list-style-type: none"> • p. 144: new <i>We Discover</i> margin feature • p. 145: identify what my feelings are . . . |
| Appendix B | 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 224a, 224b, 224c | <ul style="list-style-type: none"> • pp. 215–224c: Appendix B |
| Appendix E | 239, 240 | <ul style="list-style-type: none"> • pp. 239–240: new Appendix E |