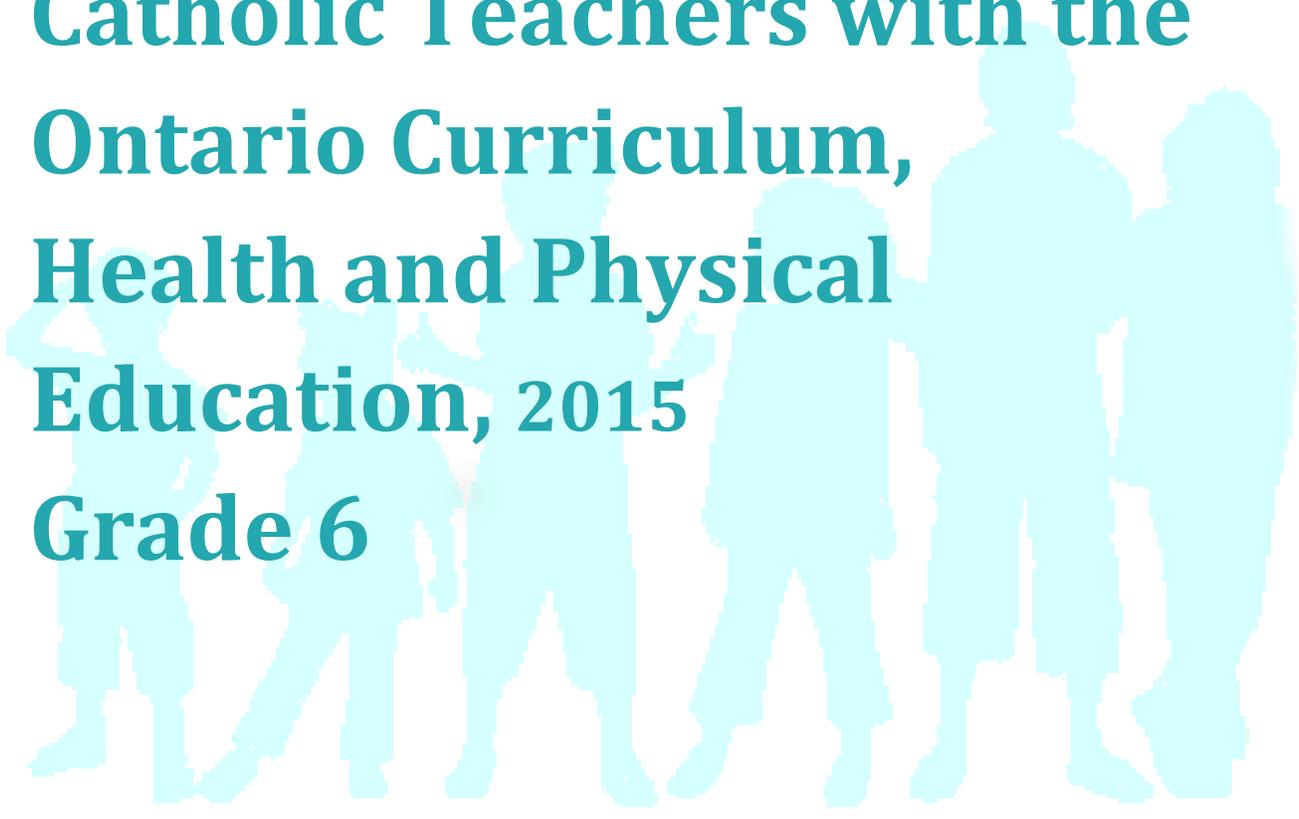


**Supplemental Resources for
Fully Alive to Support
Catholic Teachers with the
Ontario Curriculum,
Health and Physical
Education, 2015
Grade 6**



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 F as the new last appendix in your binder.

This package includes:

1 replacement page (double-sided)
8 additional (e.g., 2a) pages (double-sided)
New Appendix B
New Appendix F

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Living in Relationship

Topic 5

The Growth of Friendship

What it Means to Give Consent – Mini Lesson

The righteous walk in integrity – happy are the children who follow them!

Proverbs 20: 7

Expectations

The students will:

- recognize and appreciate the value of their relationships with family members and friends.
 - identify and describe common communication problems.
-

Note to the Teacher

This mini-lesson should be incorporated into the section on The Growth of Friendship right after reading page 53 in the Student Book and before starting the topic on Stress in Friendship.

Friendships are important to students at this time in their lives. They will encounter more stresses in their friendships. Peer pressure is stronger and can result in students doing things they really do not want to do. It is important to discuss with students the importance of when to give consent and to have them understand if they have truly received the consent of others.

Important Words

- *consent*
-

We Discover

Students will explore what it means to give their consent. You might ask them:

- What communication skills can help you to send and receive information in an effective way in a relationship? (facial expressions, body language, verbal expression)
- What does it mean to give consent? (“To agree to do or allow something: to give permission for something to happen or be done.” Oxford Dictionary, 2015)
- What does it look like and sound like when someone gives consent? (there is an unmistakable positive response or “yes,” freely given,

verbally and/or by nodding of one's head; an example is marriage vows when a husband and wife give consent with their "I do")

Consent is about communication and respect. Communication leads to better relationships with friends, peers, and family members. Consent is about knowing and respecting your own boundaries and those of others. Consent is about having the skills to avoid or leave a situation that feels uncomfortable and respecting when others want to do the same.

It is important for the students to understand the following about communication and consent:

- We must be clear with others about our ideas and feelings.
- We need to listen attentively to what others are saying to us.
- We need to interpret body language, tone of voice, and facial expressions correctly.
- We need to respect signals of agreement or disagreement.
- We need to negotiate with others in a respectful manner.
- We need to determine consent or lack of consent.
 - a clear "yes," freely given, is a signal of consent;
 - a response of "no" or an uncertain response or silence needs to be understood as no consent.

Read the following statements to the students and allow them to decide if consent has been freely given or if there is no consent given. Invite student responses asking them to justify their position:

- Joseph shakes his head as his friends throw rocks at the store windows, breaking them.
- Donnie tells Jimmy that he has to let him play with his basketball at recess or he will report him to the teacher.
- Jo-Anne doesn't want to hurt Theresa's feelings and shrugs her shoulders when Theresa asks her to go to the movies.
- Ed and Jim invite Mary-Ann and Janet to the amusement park and they nod their heads and say "yes."
- Cecile is offered a cigarette and tries not to take it but Annette puts it in her hand.
- Stan hesitates when Betty asks him to help her sneak liquor out of her parent's cabinet.

In each of the above situations, what could the individuals have done to clearly show consent or lack of consent? What signals could the other person have been paying attention to, to show respect for the consent or lack of consent being communicated?

Note: The students need to understand the importance of knowing if, and when, consent has been given.

Health and Physical Education expectation C2.6



Living in the World
Topic 1B

Making Good Decisions

Note to the Teacher

Insert this lesson in the Teacher’s Guide Binder between Topic 1 and Topic 2 (following page 196).

This lesson is to be taught right after Topic 1: *We Are Social Beings* so that as the students explore *Values and Virtues* in Topic 2, they will have an understanding that good, moral decisions are made when we take into consideration how our actions relate to God’s plan for our flourishing and joy, and whether they respect both our own dignity and that of others. Our values and virtues strengthen as we continue to build a moral conscience. The See, Judge, Act, Evaluate Decision-Making Process will help the students practice the virtues. You may choose to use only parts of this lesson or this lesson may be taught in its entirety over one to two days, if time permits.

Do not be conformed to this world, but be transformed by the renewing of your minds, so that you may discern what is the will of God – what is good and acceptable and perfect.

Romans 12:2

Expectations

The students will:

- appreciate the need to be aware of influences on themselves and of their capacity to influence others.
- describe some of the ways television, advertising, and stereotypes influence values.

Note to the Teacher

In Topic 1: “We Are Social Beings,” students are reminded that they are not born in isolation. They are social beings, born into families and belonging to various groups of people. They live in relationship with others. Therefore, they have the human capacity to influence, and be influenced by, each other. Students need to be aware of the cultural narratives that shape their lives so they can learn to make wise choices and decisions.

In Topic 1B, students will learn the **See, Judge, Act, Evaluate Decision-Making Process**. Because humans possess the gift of free will, we grow in commitment and responsibility through the decisions we make. Students need guidance with making decisions that promote their flourishing and well-being as the image of God, that are countercultural (not predetermined by the culture they live in), and that promote a loving, caring, life-giving society. Students will explore how each decision contributes to their development as an individual and as a member within a society. The emphasis in this topic is on the students' responsibility to grow in awareness and understanding, and to see themselves as agents for change. We give of ourselves to others – just as Jesus taught.

This lesson is an introduction on how to make good (moral) decisions. This topic will be explored further in Grades 7 and 8.

Important Words

- *judge, evaluate*

Materials/Preparation

You may want to review the six areas of commitment (Theme Four, Topic 3; Student Book, pp. 98 – 99) with the students before you present the See, Judge, Act, Evaluate Decision-Making Process.

Program Resources

- Student Book, pp. 98 – 99
- BLM #25b — The See, Judge, Act, Evaluate Decision-Making Process

Assessment

- For assessment suggestions for Theme Five, see Appendix A, pp. 226, 231, 240 – 241

Curriculum Connections

This topic addresses expectation C2.6 of the Health and Physical Education Curriculum (Healthy Living, Human Development and Sexual Health). See Appendix B.

We Experience

Begin by brainstorming with the students all the decisions they have made so far today. Ask them how they came to make these decisions. (Most decisions they have made are probably minor decisions, like what time to get up, what to wear, what to eat for breakfast, etc.) These types of decisions do not require a lot of thought – they are usually made spontaneously and do not have a large impact on others. Explain to the students that the types of decision-making we will be discussing today are not these types of decisions, but decisions that are more complex and impact our lives and perhaps the lives of others as well. Ask the students to think of a time they had to make a really tough decision. What was the process they used?

Explore together the following possible strategies:

- identifying the specific situation/problem (What is the underlying problem?)
- taking the issue to God in prayer (What is God’s will in the matter?)
- brainstorming solutions (What actions can be taken to help solve the problem?)
- developing a support team (Who could you go to for advice?)
- considering possible consequences of each solution (Which solution has the best outcome for all involved?)

We Discover

As teachers, we need to provide opportunities for our students to apply the decision-making process to situations by offering lessons or values from Scripture and key principles from the Church’s tradition, including social teachings. The goal is to enrich our students’ understanding of what it means to be a person of commitment who acts on behalf of justice, equality, and the common good of all.

The Deposit of Faith consists of revealed truths handed on from Jesus and the Holy Spirit. The Deposit of Faith is sealed and complete. These truths were transmitted through written and unwritten traditions, Scripture and Tradition, completing our understanding of Jesus’ teaching.

Tradition has been defined as the “living memory of the Church” (Yves Congar). This living memory is handed on through these pillars of our faith:

- Scripture
- Creeds
- Councils/Magisterial Teaching

- Liturgy
- Liturgical Art

When Catholics seek to determine whether a certain action is right or wrong they often refer to “natural law.” Natural law is not written in any book of laws. It is a “law” written within us in our capacity to reason. The Catholic tradition turns not only to the Bible to find norms and principles for human moral action. It also turns to human nature and what we may learn about human nature through reason. Natural law is the original moral sense which enables people to discern by reason what is good and what is evil, what is true and what is false.

So when it comes to sources for our Church’s moral teaching, we consult:

- Scripture
- Tradition (literally meaning a handing on)
- Natural Law

Ask the students to think of anything from the Bible that they can use to help them make good decisions (e.g., Ten Commandments, Beatitudes, Corporal Works of Mercy, Parables, etc.). Students may have a difficult time giving specific examples but might recall general stories or themes they have heard from their family, school, or church community.

Divide the students into groups and have them explore the following Scripture passages:

- Exodus 20: 1-17 (The Ten Commandments)
- Matthew 5: 1-12 (The Beatitudes)
- Matthew 22: 35-40 (The Greatest Commandment)
- Matthew 25: 34-46 (The Judgment of the Nations)
- Luke 10: 25-37 (Parable of the Good Samaritan)
- Luke 18: 1-8 (Parable of the Unjust Judge)

As a group, have them answer the following questions:

- In a few sentences, summarize the Scripture passage.
- What can be learned from this Scripture passage that could be applied to moral decision-making?
- In what ways does the teaching from this Scripture passage offer an alternative to what we might learn from the messages most readily available in mainstream society (i.e., in the media, movies, music, those opinions that seem to be most commonly held)?

Students may present their findings to the class.

Using BLM #25b — The See, Judge, Act, Evaluate Decision-Making Process, review each step of the process, answering any questions asked by the students.

An additional note about “Evaluate.”

When we are faced with moral decisions, we should use the gifts and fruits of the Holy Spirit for guidance. We use the gifts of the Holy Spirit whenever we are faced with a moral dilemma. The outcome should be an experience of the fruits of the Spirit. The fruits reveal to us that we have chosen correctly. For example, a *wise* child will not gossip. The resulting emotion should be *peace*, a fruit of the Spirit. These kinds of examples will show the difference between gifts and fruits and how we should apply them to all decisions.

We Respond

Using the See, Judge, Act, Evaluate Decision-Making Process, identify the problem and propose solutions to the following scenarios:

- You really like Jennifer, a popular girl in your Grade 6 classroom. One day, when you are over at her house, she begins to watch adult YouTube videos that show the human body as a sexual object.
- Angela is a pretty girl in Grade 6. Her body seems to be developing earlier than that of her other classmates. She seems very self-conscious and begins to wear only loose-fitting shirts. Some girls and now even the boys are beginning to make fun of her.
- Andy often comes to school saying he has forgotten his lunch. By afternoon, he becomes very tired and his grades are slipping. The students are beginning to tease him. Andy has confided in you that his father recently lost his job due to a plant closure and his mother is unable to work due to a medical condition. He does not want anyone to know.
- You really like the group of kids you hang out with. They are the “popular” group! One day you are in a sporting goods store and you see some of them distracting the cashier so that one boy can hide a pair of running shoes under his shirt and slip them out of the store.

The purpose of the above exercise is not to have the students try to solve the complicated problems of the world, but rather to begin to recognize that the problems indeed exist. Mastering this first step, when one is able “to see” the problem, will help students make decisions that glorify God and honour others.

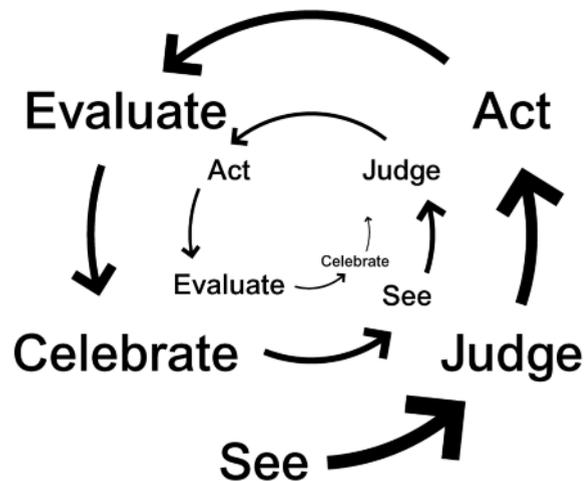
The dignity of the human person is rooted in his creation in the image and likeness of God; it is fulfilled in his vocation to divine beatitude. It is essential to a human being freely to direct himself to this fulfillment. By his deliberate actions, the human person does, or does not, conform to the good promised by God and attested by moral conscience. Human beings make their own contribution to their interior growth; they make their whole sentient and spiritual lives into means of this growth. With the help of grace they grow in virtue, avoid sin, and if they sin they entrust themselves as did the prodigal son to the mercy of our Father in heaven. In this way they attain to the perfection of charity. (Catechism of the Catholic Church, §1700)

We Explore (related activities)

- Challenge the students to use the See, Judge, Act, Evaluate Decision-Making Process the next time they are faced with an important decision. Perhaps they might make an entry in their journal or write a descriptive paragraph recounting the situation and how using the See, Judge, Act, Evaluate Decision-Making Process helped them come to their decision.
- **Family Connections** — Students might share their journal entry or descriptive paragraph with their parents.
- Hold a class discussion about Romans 12:2 (quoted at the beginning of this lesson). What does it mean to be conformed to the world? Help them to see how the world simultaneously offers messages that they should accept, and messages that they will need to reject, in order to preserve their primary identity as children of God. To live according to one's true, God-given identity, one must sometimes act in a way that is countercultural.

The See, Judge, Act, Evaluate Decision-Making Process

Adapted from Fr. (later Cardinal) Joseph Cardijn



The Four Steps:

1. **Seeing:** Identifying and naming what is happening that is causing concern.
 - What are the people in this situation doing, feeling, and saying?
2. **Judging:** Analyzing the situation and making an informed judgment about it.
 - Options and possible outcomes
 - Prayer and discernment
 - Consulting Scripture, Tradition, and Natural Law
 - Obtaining advice from support team (family/parents, trusted adult, priest)
 - Reflecting on past experiences
3. **Acting:** Knowing the reason for your decision and always doing the loving thing.
What action needs to be taken:
 - to change the situation?
 - to address the root causes?
4. **Evaluating:** How will you evaluate the effectiveness of your action?
We evaluate the decision using the following three principles:
 1. Never do evil even for the sake of accomplishing something good.
 2. Treat others with the same love and respect with which we would like to be treated.
 3. Everything we do should reflect Jesus' own love and the loving guidance He offers us through His Church.

The person who draws upon the gifts of the Holy Spirit to make a well-reasoned moral decision will experience the fruits of the Holy Spirit. This is cause to celebrate!



Living in the World Topic 2

Values and Virtues

Assumptions and Stereotypes – Mini Lesson

What does the Lord require of you but to do justice, and to love kindness, and to walk humbly with your God?

Micah 6:8

Note to the Teacher

This mini lesson should be incorporated into the section on stereotypes (Student Book, pages 110 – 111). The student book states, “Stereotyping is usually based on age, sex, race, religious belief, or disability, and is a powerful influence in our society” (p. 111). To this discussion, this lesson provides an opportunity to also discuss assumptions and stereotypes based on sexual orientation and gender. Terms introduced include *homosexuality*, *homophobia*, *gender identity*, *gender expression*, and *gender role*. Homosexuality (or same-sex orientation) appears in Theme Three of the *Fully Alive* program in Grades 7 and 8.

Student Questions: Guidelines and Suggestions

Family Situations

Most of the examples of student questions reported by teachers are related to family situations (e.g., an older brother has told the family he is gay). These topics may be raised without a specific question, but the underlying motivation appears to be a need for some response. Often, students are expressing a concern about something that affects their families and therefore affects them. They raise the topic in an attempt to get some perspective and reassurance. This is particularly true if the issue has resulted in family discord.

Most often, the best way to handle these personal situations is to let the student know that you care about his or her concern but not to extend discussion of what are private family matters. Here is a suggested response:

- brother is gay – “It was probably difficult for him to tell your family. Be sure to let him know that you love him and that he is important to you.”

In talking about these concerns, students may also want some kind of moral evaluation from you. You might explain that it is not our place to judge others. But we know that we are created out of love and we need to follow God's plan for us if we are to be truly life-giving and loving people.

Information Questions

Some student questions do not involve personal situations but are asked out of curiosity, confusion, or, at times, the desire to provoke a reaction. The general guideline for questions that go much beyond the material presented in *Fully Alive* (and these supplemental resources) at this grade level is that they should not be answered publicly, particularly if they involve sensitive issues.

Depending on the topic, however, you may want to give the student a short, factual answer. An example of a short, factual answer is:

- What does *gay/lesbian* (homosexual) mean? It is a word used to describe people who are sexually attracted only (or mostly) to people of the same sex.

Caution: Student questions that should *not* be answered include those that focus on specific details of intimate sexual relationships or those that involve the personal sexual history of teachers, students, or their families. This clear boundary between what is private and personal, and the shared life of the classroom, should be established early in the program.

Note to the Teacher

Building upon this lesson, which introduces students to the terms *homosexuality* (or same-sex orientation) and *homophobia*, the topic of same-sex attraction is presented in Grade 7 from the perspective of questions young adolescents may have about sexual orientation and of the harmful nature of teasing or insults aimed at a person's sexuality. Theme Three of the Grade 8 program includes a short section about same-sex orientation with a brief explanation of Catholic moral teaching on this issue.

As background, you may reference Theme Three in Grades 7 and 8 of the Student Book and Teacher's Guide for further information about sexual orientation, homophobia, and Catholic moral teaching on human sexuality.

Created in the image and likeness of God, every person possesses an intrinsic dignity which must always be respected. The Catechism of the Catholic Church affirms that persons with homosexual inclinations “must be accepted with respect, compassion and sensitivity.”

Scripture and Tradition teach that sexual relations between persons of the same sex are not in accord with God’s original intention expressed in the plan of creation. For this reason the Church has consistently taught that homosexual acts can never be approved.

In her teaching, however, the Church never condemns persons with same-sex attraction. She carefully distinguishes between an individual’s inclinations or feelings—some of which are transitory and/or situational and others which are deep-seated or permanent—and one’s actions. Inclinations to homosexual acts in no way diminish the full human dignity or intrinsic worth of the person.

*—Pastoral Ministry to Young People with Same Sex Attraction,
Canadian Conference of Catholic Bishops*

While our sexuality is an important part of who we are it is not the sum total of our existence, but is a single aspect of our being. In discussion with students, however, it is appropriate to use the vocabulary that the student uses: if a student says “lesbian/gay,” follow his or her lead.

For additional background information on same-sex orientation and Church teaching, you may find it helpful to consult the following sources, all found in Appendix D of the Grade 7 and 8 *Fully Alive* Teacher’s Guide, as well as on the website of the Assembly of Catholic Bishops of Ontario (www.acbo.on.ca):

- “The Human Person, Love and Sexuality: A Resource for Teachers” (2016)
- “Church Teaching on Sexual Morality” (2003)
- “Chastity and Homosexuality,” an excerpt from the *Catechism of the Catholic Church*

Define for the students the following words:

- *homosexuality*: (also called *same-sex orientation*) an exclusive or predominant sexual attraction to members of the same sex; individuals may identify as lesbian, gay, bisexual, or transgender (LGBT)
- *homophobia*: a fear or strong disapproval of people whose sexual orientation is homosexual (those who may identify as LGBT)
- *sexual orientation*: the direction of a person’s sexual attraction, for example, to people of the opposite sex or to people of the same sex

- *gender identity*: a person's sense of self, with respect to being male or female
- *gender expression*: the manner in which individuals express their gender identity to others
- *gender role*: the way males and females are expected to behave in a particular society

With respect to *homophobia*, the Church teaches that all persons are created in the image and likeness of God and so possess an inherent dignity. The *Catechism of the Catholic Church* clearly states that men and women who experience same-sex attraction “. . . must be accepted with respect, compassion and sensitivity. Every sign of unjust discrimination in their regard should be avoided.” (§2358)

Also, the Congregation for the Doctrine of the Faith has stated:

It is deplorable that homosexual persons have been and are the object of violent malice in speech or in action. Such treatment deserves condemnation from the Church's pastors wherever it occurs. It reveals a kind of disregard for others which endangers the most fundamental principles of a healthy society. The intrinsic dignity of each person must always be respected in word, in action and in law. (Letter to the Bishops of the Catholic Church on the Pastoral Care of Homosexual Persons, no. 10)

Important Words

- *homosexuality (same-sex orientation), homophobia, sexual orientation, gender identity, gender expression, gender role*

We Discover

We are made in the image and likeness of God as a full and whole union of mind, body, and spirit. This image is both a gift already within us, and a work we cooperate in by the actions we choose. The image of God as both a gift and a work is obscured and weakened by the fall and sin, and redeemed by union with the true image of God – Jesus Christ. This is our truest identity. Failing to see this whole vision of the person, some people reduce others to, and judge them by, one aspect of their identity (e.g., culture, gender, sexual attractions or orientation, abilities, etc.). When we make these reductive assumptions about people we undermine their dignity and fail to love them compassionately as Christ does.

Say to the students:

People can be mistreated because of stereotypes associated with a number of things such as race, ethnicity, culture, sexual orientation,

mental health, abilities, gender roles and expectations, and gender expression. When we stereotype, we reduce individuals to a single aspect of their identity and subject individuals to unjust discrimination. This does not respect their dignity and does not recognize that they are deeply loved by God.

You might ask the students:

For each of these factors, think about:

- what this looks like (have students also consider media stereotypes)
- the effects on a person's self-concept
- the effects on how a person is included socially and their relationships with others

As a whole class discussion, propose ways of responding to and changing assumptions and stereotypes.

Conclude this discussion by referring to the Micah quote at the beginning of the lesson. Ask the students what they think "God is asking" of us. What does the quote mean? How are we being asked to relate to those who are mistreated because of stereotypes in our world today? Mother Teresa said, "If we judge others, we have no time to love them." What do you think she meant by this statement?

The main ideas from this lesson are:

- We are all children of God.
- God loves all people unconditionally.
- Under no circumstance are we to judge, reduce, or mistreat another person for any reason, including sexual orientation and gender issues.

Health and Physical Education expectation C3.3

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 6.

RELIGIOUS EDUCATION

Believing

<p>Theme 1: Topic 1, <i>“A Life-Giving Love”</i> Theme 1: Topic 2, <i>“Getting to Know You”</i> Theme 3: Topic 3, <i>“A New and Unique Human Life”</i></p>	<p>BL1.3 Identify the many ways we come to know God from the physical world and the human person (i.e., creation). [CCC nos. 27–49; 166–184]</p>
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RELIGIOUS EDUCATION

Living a Moral Life

<p>Theme 5: Topic 1B, <i>“Making Good Decisions”</i></p>	<p>ML2.3 Apply a Catholic model of moral decision-making (i.e., SEE, JUDGE, and ACT) to ethical issues that arise at school or in the world (bullying, fighting, failing to do homework, and disrespecting authority). [CCC nos. 1749–1785]</p>
<p>Theme 5: Topic 2, <i>“Values and Virtues”</i></p>	<p>ML3.3 Explain using examples the relationship between making good moral choices, developing Christian virtues and holiness.</p>
<p>Theme 2: Topic 1, <i>“Life Lines”</i> Theme 4: Topic 1, <i>“Learning About Commitment”</i> Theme 4: Topic 2, <i>“Models of Commitment”</i> Theme 5: Topic 1, <i>“We Are Social Beings”</i></p>	<p>ML3.4 Examine the lives of the saints and provide examples of how their lives modeled for us what it means to live a moral and holy life (e.g., St. Brother André, Oscar Romero, Dorothy Day, St. Padre Pio, Blessed Mother Teresa). [CCC nos. 1783–1785]</p>

RELIGIOUS EDUCATION

Living in Solidarity

<p>Theme 1: Topic 1, <i>“A Life-Giving Love”</i> Theme 1: Topic 2, <i>“Getting to Know You”</i> Theme 1: Topic 4, <i>“Life Givers in Action”</i> Theme 4: Topic 3, <i>“Your Commitments”</i> Theme 5: Topic 3, <i>“We Live in the World: The Natural Environment”</i> Theme 5: Topic 4, <i>“We Live in the World: The Social Environment”</i></p>	<p>LS1.2 Describe the call of Christian ‘vocation’ received in baptism (i.e., everyone is called to serve society, to discern their gifts and talents and to be united in making a contribution in the world) and determine ways we can respond to this call as young people. [CCC nos. 1262–1284; 1897–1927]</p>
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<p>Theme 1: Topic 5, “<i>We Can Make a Difference</i>” Theme 2: Topic 1, “<i>Life Lines</i>” Theme 2: Topic 2, “<i>Family Histories</i>” Theme 2: Topic 3, “<i>Family Stress</i>” Theme 2: Topic 4, “<i>Communicating with Family and Friends</i>” Theme 3: Topic 6, “<i>Looking Back, Looking Ahead</i>” Theme 4: Topic 1, “<i>Learning About Commitment</i>” Theme 4: Topic 2, “<i>Models of Commitment</i>” Theme 4: Topic 3, “<i>Your Commitments</i>” Theme 5: Topic 1, “<i>We Are Social Beings</i>” Theme 5: Topic 2, “<i>Values and Virtues</i>” Theme 5: Topic 3, “<i>We Live in the World: The Natural Environment</i>” Theme 5: Topic 4, “<i>We Live in the World: The Social Environment</i>”</p>	<p>LS1.3 Identify the areas of “personal responsibility” that students assume in their lives and connect this to the vocation to participate in family, school and parish. [CCC nos.1913–1917]</p>
<p>Theme 1: Topic 4, “<i>Life Givers in Action</i>” Theme 4: Topic 2, “<i>Models of Commitment</i>” Theme 5: Topic 2, “<i>Values and Virtues</i>” Theme 5: Topic 3, “<i>We Live in the World: The Natural Environment</i>” Theme 5: Topic 4, “<i>We Live in the World: The Social Environment</i>”</p>	<p>LS2.2 Explain the distinction between human differences that belong to God’s plan and “sinful inequalities” which are a contradiction to the Gospel, and then link this to the work of organizations that help to alleviate injustice in the local and global community. [CCC nos. 356–384; 1928–1933; 1391–1401]</p>
<p>Theme 1: Topic 4, “<i>Life Givers in Action</i>” Theme 4: Topic 2, “<i>Models of Commitment</i>”</p>	<p>LS2.3 Identify situations of injustice in society, our country and the world which oppose the virtue of human dignity and fundamental human rights (e.g., the right to life, liberty, religious freedom, food, shelter, health care, education, and employment) and use examples to describe social justice which reflect the principle that “everyone should look upon his neighbour (without any exception) as ‘another self’”. [CCC nos. 356–384; 1928–1933; 1391–1401]</p>

RELIGIOUS EDUCATION

Praying

<p>Theme 1: Topic 4, “<i>Life Givers in Action</i>”</p>	<p>PR1.2 Identify real life situations of injustice (poverty and starvation, oppression, prejudice, environmental harm, etc.) and develop intercessory prayers on behalf of those in need. [CCC nos. 2634–2636]</p>
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THE ARTS

Drama

<p>Theme 1: Topic 3, <i>“Life Givers”</i> Theme 1: Topic 4, <i>“Life Givers in Action”</i> Theme 2: Topic 3, <i>“Family Stress”</i> Theme 5: Topic 1, <i>“We Are Social Beings”</i></p>	<p>B1.1 engage actively in drama exploration and role play, with a focus on identifying and examining a range of issues, themes, and ideas from a variety of fiction and non-fiction sources and diverse communities, times, and places (<i>e.g., adapt roles and develop improvised scenes based on human rights issues and/or environmental issues such as species extinction; dramatize opinions about cultural appropriation; role-play historical characters; prepare a presentation about peace for Remembrance Day; use choral speaking and role playing to interpret poetry</i>)</p>
<p>Theme 1: Topic 3, <i>“Life Givers”</i> Theme 1: Topic 4, <i>“Life Givers in Action”</i> Theme 2: Topic 3, <i>“Family Stress”</i> Theme 5: Topic 1, <i>“We Are Social Beings”</i></p>	<p>B1.3 plan and shape the direction of the drama or role play by introducing new perspectives and ideas, both in and out of role (<i>e.g., In role: conduct a “hot seat” interview with the protagonist or antagonist; Out of role: make suggestions and introduce new ideas when planning a drama presentation</i>)</p>
<p>Theme 2: Topic 3, <i>“Family Stress”</i></p>	<p>B1.4 communicate feelings, thoughts, and ideas to a specific audience, using audio, visual, and/or technological aids to strengthen the impact on the viewer (<i>e.g., use a data projector to project evocative imagery; use filters and gels to create unusual effects with lighting; use music to suggest a mood; use masks to highlight specific character traits</i>)</p>
<p>Theme 1: Topic 3, <i>“Life Givers”</i> Theme 1: Topic 4, <i>“Life Givers in Action”</i> Theme 2: Topic 3, <i>“Family Stress”</i> Theme 5: Topic 1, <i>“We Are Social Beings”</i></p>	<p>B2.1 express personal responses and preferences and make connections to themes and issues presented in their own and others’ drama works (<i>e.g., describe their response to the attitudes and beliefs of specific characters in a drama</i>)</p>

THE ARTS

Visual Arts

<p>Theme 1: Topic 2, <i>“Getting to Know You”</i> Theme 1: Topic 5, <i>“We Can Make a Difference”</i> Theme 2: Topic 1, <i>“Life Lines”</i> Theme 2: Topic 5, <i>“The Growth of Friendship”</i></p>	<p>D1.1 create two-dimensional, three-dimensional, and multimedia art works that explore feelings, ideas, and issues from a variety of points of view (e.g., art work inspired by the motifs in other art forms [dance, music] or by hopes and dreams; a mixed-media piece or one-minute video “short” about adaptation and survival; a still-life painting that offers a social commentary on fast-food packaging)</p>
<p>Theme 1: Topic 2, <i>“Getting to Know You”</i> Theme 2: Topic 1, <i>“Life Lines”</i></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 (e.g., use a larger area of a lighter tint and a smaller area of a darker tone of one colour in an asymmetrically balanced painting; use repetition, simplification, and exaggeration of proportion and shape to create a sense of rhythm in a graphite-and-pastel drawing of musical instruments and their shadows)</p>
<p>Theme 1: Topic 2, <i>“Getting to Know You”</i> Theme 2: Topic 1, <i>“Life Lines”</i></p>	<p>D1.3 use elements of design in art works to communicate ideas, messages, and understandings (e.g., a design of a letter of the alphabet using shapes, symbols, colour, and font style to represent a selected animal and its habitat; a DVD cover design or movie poster that uses line, shape, space, colour, and value to communicate information about the content)</p>
<p>Theme 1: Topic 2, <i>“Getting to Know You”</i> Theme 2: Topic 1, <i>“Life Lines”</i> Theme 2: Topic 5, <i>“The Growth of Friendship”</i></p>	<p>D1.4 use a variety of materials, tools, techniques, and technologies to determine solutions to design challenges</p>
<p>Theme 1: Topic 2, <i>“Getting to Know You”</i></p>	<p>D2.2 explain how the elements and principles of design are used in their own and others’ art work to communicate meaning or understanding (e.g., identify the point of view or gaze of the main subject, and explain how it is used to influence an intended audience of an art work or a media work; explain how Kenojuak Ashevak’s use of formal balance (symmetry) in <i>The World Around Me</i> conveys a sense of harmony in nature; explain how a rough texture can be used to represent strength, anger, or something unpleasant)</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.

<p>Theme 2: Topic 1, “<i>Life Lines</i>” Theme 2: Topic 4, “<i>Communicating with Family and Friends</i>” Theme 2: Topic 6, “<i>Stress in Friendship</i>” Theme 3: Topic 2, “<i>Love and Life</i>” Theme 5: Topic 4, “<i>We Live in the World: The Social Environment</i>”</p>	<p>Personal Safety and Injury Prevention</p> <p>C2.3 apply personal skills and interpersonal skills (e.g., <i>self-awareness and self-management skills, including anger management; communication skills, including listening skills and assertiveness skills</i>) to promote positive interaction and avoid or manage conflict in social situations (e.g., <i>classroom groups, groups of friends, sports teams, school clubs</i>) [PS, IS]</p>
<p>Theme 1: Topic 5, “<i>We Can Make a Difference</i>” Theme 5: Topic 1, “<i>We Are Social Beings</i>” Theme 5: Topic 4, “<i>We Live in the World: The Social Environment</i>”</p>	<p>C3.2 recognize the responsibilities and risks associated with caring for themselves and others (e.g., <i>while babysitting, staying home alone, caring for pets, volunteering in the community, assisting someone with a disability, preparing meals, travelling to and from school and other locations</i>), and demonstrate an understanding of related safety practices and appropriate procedures for responding to dangerous situations (e.g., <i>safe practices for preparing food; responses to allergic reactions, fire, sports injuries, dental emergencies, hypothermia, bullying</i>) [PS, IS]</p>

<p>Theme 1: Topic 4, “Life Givers in Action”</p>	<p>Substance Use, Addictions, and Related Behaviours</p> <p>C1.2 identify people and community resources (e.g., elders, family members, community agencies, churches, mosques, synagogues, public health units, telephone help lines, recreation facilities) that can provide support when dealing with choices or situations involving substance use and addictive behaviours</p>
<p>*Theme 5: Topic 1B, “Making Good Decisions”</p>	<p>C2.4 use decision-making strategies and skills and an understanding of factors influencing drug use (e.g., personal values, peer pressure, media influences, curiosity, legal restrictions, cultural teachings) to make safe personal choices about the use of drugs such as alcohol, tobacco, and cannabis [CT]</p>
<p>Theme 1: Topic 1, “A Life-Giving Love” Theme 2: Topic 5, “The Growth of Friendship” Theme 3: Topic 1, “Learning About Sexuality” Theme 5: Topic 1, “We Are Social Beings”</p>	<p>Human Development and Sexual Health</p> <p>C1.3 identify factors that affect the development of a person’s self-concept (e.g., environment, evaluations by others who are important to them, stereotypes, awareness of strengths and needs, social competencies, cultural and gender identity, support, body image, mental health and emotional well-being, physical abilities) [PS]</p>
<p>Theme 3: Topic 5, “Many Changes”</p>	<p>C2.5 describe how they can build confidence and lay a foundation for healthy relationships by acquiring a clearer understanding of the physical, social, and emotional changes that occur during adolescence (e.g., physical: voice changes, skin changes, body growth; social: changing social relationships, increasing influence of peers; emotional: increased intensity of feelings, new interest in relationships with boys or girls, confusion and questions about changes) [PS]</p>
<p>*Theme 2: Topic 5, “The Growth of Friendship” Theme 5: Topic 1, “We Are Social Beings” *Theme 5: Topic 1B, “Making Good Decisions”</p>	<p>C2.6 make informed decisions that demonstrate respect for themselves and others and help to build healthier relationships, using a variety of living skills (e.g., personal and interpersonal skills; critical and creative thinking skills; skills based on First Nation, Métis, and Inuit cultural teachings, such as medicine wheel teachings connected to the four colour or seven grandfather teachings, or other cultural teachings) [IS, CT]</p>

<p>*Theme 5: Topic 2, “Values and Virtues”</p>	<p>C3.3 assess the effects of stereotypes, including homophobia and assumptions regarding gender roles and expectations, sexual orientation, gender expression, race, ethnicity or culture, mental health, and abilities, on an individual’s self-concept, social inclusion, and relationships with others, and propose appropriate ways of responding to and changing assumptions and stereotypes [PS, CT]</p>
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* 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 appropriate listening behaviour by adapting active listening strategies to suit a wide variety of situations, including work in groups
- extend understanding of oral texts by connecting, comparing, and contrasting the ideas and information in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them
- communicate orally in a clear, coherent manner, using appropriate organizing strategies and formats to link and sequence ideas and information

The expectations for Reading include:

- demonstrate understanding of increasingly complex texts by summarizing and explaining important ideas and citing relevant supporting details
- extend understanding of texts by connecting, comparing, and contrasting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them

- read appropriate texts with expression and confidence, adjusting reading strategies and reading rate to match the form and purpose

The expectations for Writing include:

- gather information to support ideas for writing, using a variety of strategies and a range of print and electronic sources
- write longer and more complex texts using a wide range of forms
- use parts of speech correctly to communicate their meaning clearly, with a focus on the use of: personal subject and object pronouns (e.g., *I, me*); indefinite pronouns (e.g., *someone, nobody*); conjunctions; subordinate clauses; adverb phrases; and present, past, and future verb tenses

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 1: Topic 5, “We Can Make a Difference”</p>	<p>2.1 identify the topic, purpose, and audience for a variety of writing forms (e.g., <i>an original poem, with an invented form, or based on a model such as a haiku, about a topic of personal interest, to share with the class; a persuasive letter asking the school principal to look at a specific issue from a new point of view; a description of the procedure for constructing a three-dimensional model, to share with Grade 3 students; a script on a topic of current interest for a mock television broadcast for a general audience</i>)</p>
<p>Theme 2: Topic 4, “Communicating with Family and Friends”</p>	<p>2.6 identify a variety of non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning (e.g., <i>count off on their fingers as they present each point in an argument</i>)</p>

LANGUAGE

Media Literacy

<p>Theme 2: Topic 1, <i>“Life Lines”</i></p> <p>Theme 3: Topic 1, <i>“Learning About Sexuality”</i></p> <p>Theme 5: Topic 2, <i>“Values and Virtues”</i></p>	<p>1.1 explain how a variety of media texts address their intended purpose and audience (<i>e.g., T-shirts intended for supporters of particular institutions, groups, or causes are decorated with related images, logos, colours, and slogans; CD and DVD covers designed to appeal to young children have colourful images of their favourite characters; advertisements geared to parents of infants are broadcast during the daytime whereas those geared to single adults run during late-night programming</i>)</p>
<p>Theme 3: Topic 1, <i>“Learning About Sexuality”</i></p> <p>Theme 5: Topic 2, <i>“Values and Virtues”</i></p>	<p>1.2 interpret media texts, using overt and implied messages as evidence for their interpretations (<i>e.g., explain why the advertisements used in a particular magazine are appropriate for that magazine, identifying the messages that would appeal to the magazine’s audience; explain how advertisements for healthy food and those for fast food differ</i>)</p>
<p>Theme 2: Topic 1, <i>“Life Lines”</i></p> <p>Theme 3: Topic 1, <i>“Learning About Sexuality”</i></p> <p>Theme 5: Topic 2, <i>“Values and Virtues”</i></p>	<p>1.3 evaluate the effectiveness of the presentation and treatment of ideas, information, themes, opinions, issues, and/or experiences in media texts (<i>e.g., evaluate the coverage of the same news item in a newspaper article, a segment of a news program, a website, and/or a blog; evaluate the effectiveness with which themes are developed, supported, and illustrated in a movie or music video</i>)</p>
<p>Theme 3: Topic 1, <i>“Learning About Sexuality”</i></p> <p>Theme 5: Topic 2, <i>“Values and Virtues”</i></p>	<p>1.4 explain why different audiences (<i>e.g., boys, girls, adults, seniors, various cultural groups</i>) might have different responses to media texts (<i>e.g., movies, songs, websites, video games, items of clothing</i>)</p>
<p>Theme 2: Topic 1, <i>“Life Lines”</i></p> <p>Theme 3: Topic 1, <i>“Learning About Sexuality”</i></p> <p>Theme 5: Topic 2, <i>“Values and Virtues”</i></p>	<p>1.5 identify whose point of view is presented in a media text, identify missing or alternative points of view, and, where appropriate, determine whether the chosen vies achieves a particular goal (<i>e.g., identify biases in two different media texts that focus on the same topic or event; evaluate the portrayal of Aboriginal people in the media</i>)</p>

<p>Theme 3: Topic 1, “Learning About Sexuality” Theme 5: Topic 2, “Values and Virtues”</p>	<p>1.6 identify who produces various media texts, the reason for their production, how they are produced, and how they are funded (<i>e.g., political parties create advertisements to win voter support, using funds raised by their members and supporters; producers develop television dramas to entertain and make money by selling their products to television conglomerates, which then broadcast the programs to make money by selling advertising spots in the programs’ time slots</i>)</p>
<p>Theme 3: Topic 1, “Learning About Sexuality” Theme 5: Topic 2, “Values and Virtues”</p>	<p>2.1 describe in detail the main elements of some media forms (<i>e.g., drama scripts: cast of characters, description of setting, acts, stage directions; television quiz shows: host/hostess, contestants, prizes; magazines: cover images and text, table of contents, regular columns, feature articles, advertisements</i>)</p>
<p>Theme 3: Topic 1, “Learning About Sexuality” Theme 5: Topic 2, “Values and Virtues”</p>	<p>2.2 identify the conventions and techniques used in some familiar media forms and explain how they help convey meaning and influence or engage the audience (<i>e.g., movie conventions: in old-fashioned westerns, white and black cowboy hats were used to identify “good” and “bad” characters; movie techniques: freeze-frame images, slow motion, theme music in movies are used to communicate information non-verbally, emphasize or prolong important or appealing scenes, and maintain interest by keeping the viewer wondering “what next?”</i>)</p>
<p>Theme 1: Topic 4, “Life-Givers in Action” Theme 2: Topic 2, “Family Histories” Theme 4: Topic 2, “Models of Commitment” Theme 5: Topic 2, “Values and Virtues” Theme 5: Topic 3, “We Live in the World: The Natural Environment” Theme 5: Topic 4, “We Live in the World: The Social Environment”</p>	<p>3.1 describe in specific detail the topic, purpose, and audience for media texts they plan to create, and identify challenges they may face in achieving their purpose (<i>e.g., a review of a television program, film, piece of art, or artistic performance to encourage children or adults to see it</i>)</p>
<p>Theme 1: Topic 4, “Life-Givers in Action” Theme 4: Topic 2, “Models of Commitment” Theme 5: Topic 2, “Values and Virtues” Theme 5: Topic 3, “We Live in the World: The Natural Environment” Theme 5: Topic 4, “We Live in the World: The Social Environment”</p>	<p>3.2 identify an appropriate form to suit the specific purpose and audience for a media text they plan to create, and explain why it is an appropriate choice (<i>e.g., a mock television, radio, or newspaper announcement to inform students about a school-related issue</i>)</p>

<p>Theme 1: Topic 4, <i>“Life-Givers in Action”</i></p> <p>Theme 4: Topic 2, <i>“Models of Commitment”</i></p> <p>Theme 5: Topic 2, <i>“Values and Virtues”</i></p> <p>Theme 5: Topic 3, <i>“We Live in the World: The Natural Environment”</i></p> <p>Theme 5: Topic 4, <i>“We Live in the World: The Social Environment”</i></p>	<p>3.3 identify conventions and techniques appropriate to the form chosen for a media text they plan to create, and explain how they will use the conventions and techniques to help communicate their message (e.g., a scene for a television drama adapted from a novel or play: the camera can focus on one character, object, or gesture at a time, allowing different kinds of emphasis; camera angles and distances can vary to create different effects and perspectives; scenes can be edited to change the pace of the action; background music can be used to enhance the mood)</p>
<p>Theme 1: Topic 4, <i>“Life-Givers in Action”</i></p> <p>Theme 2: Topic 2, <i>“Family Histories”</i></p> <p>Theme 4: Topic 2, <i>“Models of Commitment”</i></p> <p>Theme 5: Topic 2, <i>“Values and Virtues”</i></p> <p>Theme 5: Topic 3, <i>“We Live in the World: The Natural Environment”</i></p> <p>Theme 5: Topic 4, <i>“We Live in the World: The Social Environment”</i></p>	<p>3.4 produce a variety of media texts for specific purposes and audiences, using appropriate forms, conventions, and techniques (e.g., a review of a television, film, piece of art, or artistic performance that includes commentary on the effects created through the use of various conventions and techniques; a mock television broadcast of an announcement about a school-related issue; a soundtrack to accompany the reading of a section of a graphic novel or comic book; a computer-generated cover design, including special fonts, to enhance a published piece of writing; a multimedia presentation to inform younger students about how to use a website to research a topic related to a unit of study; a pamphlet outlining the researched or imagined biography of a writer; a travelogue illustrating the journey of an early Canadian explorer, including contacts with First Nations peoples; a storyboard indicating the images to be used in a scene for a television drama adapted from a novel or play; a movie poster to advertise a movie based on a narrative they have studied)</p>
<p>Theme 1: Topic 4, <i>“Life-Givers in Action”</i></p> <p>Theme 2: Topic 1, <i>“Life-Lines”</i></p> <p>Theme 2: Topic 2, <i>“Family Histories”</i></p> <p>Theme 4: Topic 2, <i>“Models of Commitment”</i></p> <p>Theme 5: Topic 2, <i>“Values and Virtues”</i></p> <p>Theme 5: Topic 3, <i>“We Live in the World: The Natural Environment”</i></p> <p>Theme 5: Topic 4, <i>“We Live in the World: The Social Environment”</i></p>	<p>4.1 identify 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 and media viewers/listeners/producers</p>
<p>Theme 1: Topic 4, <i>“Life-Givers in Action”</i></p> <p>Theme 2: Topic 1, <i>“Life-Lines”</i></p> <p>Theme 4: Topic 2, <i>“Models of Commitment”</i></p> <p>Theme 5: Topic 2, <i>“Values and Virtues”</i></p> <p>Theme 5: Topic 3, <i>“We Live in the World: The Natural Environment”</i></p> <p>Theme 5: Topic 4, <i>“We Live in the World: The Social Environment”</i></p>	<p>4.2 explain how their skills in listening, speaking, reading, and writing help them make sense of and produce media texts</p>

SCIENCE AND TECHNOLOGY

Understanding Matter and Energy

Theme 5: Topic 3, “We Live in the World: The Natural Environment”	1.2 assess opportunities for reducing electricity consumption at home or at school that could affect the use of non-renewable resources in a positive way or reduce the impact of electricity generation on the environment
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SOCIAL STUDIES

People and Environments

Theme 5: Topic 3, “We Live in the World: The Natural Environment”	B1.3 explain why some environmental issues are of international importance and require the participation of other regions of the world, along with that of Canada, if they are to be effectively addressed (<i>e.g., issues such as global warming, carbon dioxide and sulphur dioxide emissions, ownership and availability of fresh water, deforestation, overfishing, invasive species, habitat protection of migrating species, or disposal of electronic waste</i>)
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Appendix F

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: Topic 1B • p. 6: F New Changes to Reflect . . .
Theme 2, Topic 5	104a, 104b	<ul style="list-style-type: none"> • p. 104a: new mini lesson: What it Means to Give Consent • p. 104b: verbally and/or by nodding . . .
Theme 5, Topic 1B (new topic)	196a, 196b, 196c, 196d, 196e, 196f, new BLM #25b (with no page number at bottom)	<ul style="list-style-type: none"> • p. 196a: new Topic 1B: Making Good Decisions • p. 196b: In Topic 1B, students will learn . . . • p. 196c: new <i>We Experience</i> section • p. 196d: Liturgy, Liturgical Art . . . • p. 196e: Students may present their findings . . . • p. 196f: <i>The dignity of the human person is rooted . . .</i> • BLM #25b: The See, Judge, Act, Evaluate Decision-Making Process
Theme 5, Topic 2	200a, 200b, 200c, 200d, 200e	<ul style="list-style-type: none"> • p. 200a: new mini lesson: Assumptions and Stereotypes • p. 200b: In talking about these concerns . . . • p. 200c: <i>Created in the image and likeness . . .</i> • p. 200d: <i>gender identity:</i> a person's sense . . . • p. 200e: mental health, abilities, gender roles . . .
Appendix B	247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 258a, 258b	<ul style="list-style-type: none"> • pp. 247–258b: Appendix B
Appendix F	297, 298	<ul style="list-style-type: none"> • pp. 297–298: new Appendix F