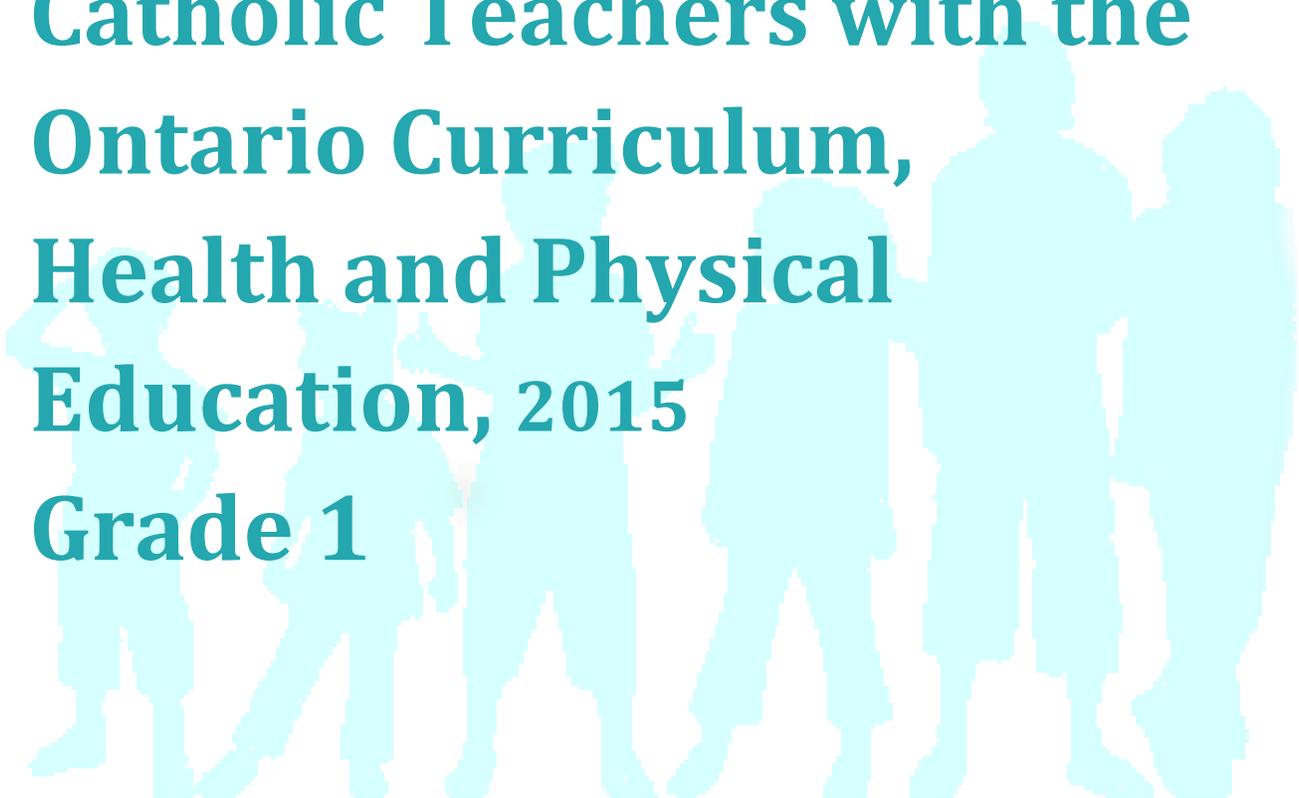


Supplemental Resources for *Fully Alive* to Support Catholic Teachers with the Ontario Curriculum, Health and Physical Education, 2015 Grade 1



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

2016, Institute for Catholic Education.

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

Overview

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

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

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

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

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

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

² www.publichealth.gc.ca

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

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

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

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

Understanding the Nature of these Resources:

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

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

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

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

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

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

This package includes:

2 replacement pages (double-sided)
2 additional (e.g., 2a) pages (double-sided)
New Appendix B
New Appendix E

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Appreciating God's Gifts with Our Five Senses

Pre-Reading Activity

This material is intended to be delivered before the We Experience part of the lesson on page 107 of the Teacher's Guide.

Tell the children they will be meeting Sara and Dominic, and Sara's little sister, Ann, many times in the next weeks. Tell the children that before we read our first story about these characters, we will do a little activity using our five senses. Have students recall that in Theme One, (Topic 1) they used their senses to describe God's creation. You might ask them:

- Can you recall what our five senses are? (sight, hearing, touch, smell, and taste)

Say, before we begin the story, I want you to close your eyes and think about a warm summer evening. . . (pause) Think about what you would hear on a warm summer evening. . . (pause) Keep your eyes closed and raise your hand if you have an idea of something you might hear.

Invite student responses and then go through each of the senses in a similar manner (i.e., sight, smell, taste, touch).

Describe for the students how each of the senses functions:

- How do we feel things? (the receptors in the skin tell us how things feel – if they are hot, cold, wet, dry, hard, soft)
- How do we see? (the eyes give the brain information about the world to help us see colours, shapes, and movement)
- How do we hear? (the ears pick up vibrations and send messages to the brain to help us hear sounds that are loud or soft, high- or low-pitched)
- How do we smell and taste? (the tongue is covered with thousands of taste buds and the nose has tiny hairs and nerves that send messages to the brain about how things taste and smell)

Our senses allow us to appreciate all the gifts of physical creation that God gives us. Use examples the children gave when imagining a warm summer day (e.g., children laughing, bright sunshine, a hot summer breeze, etc.). Remind students that we talked about this in Theme One (Topic 1). You might ask them:

- How do we show our appreciation for gifts? (we treat gifts with care; we say thank you to the giver)

- How can we show that we appreciate God's gifts? (thank God for all the gifts; care for our pets and treat them gently; water our classroom plants and our gardens; avoid littering; etc.)

Recall from Theme One (Topic 2) that our lives are also gifts that God gives to us. Each one of us is a precious gift and is special in God's eyes.

Ask the children:

- How do we show that we appreciate the gift of our lives? (we thank God for our lives; we care for ourselves and others)

We will now hear a story about Dominic and Sara. They meet, fall in love, and decide to marry. They each appreciate and love the special gift God has given to them – the gift of each other.

Tell the children that as they listen to the story, they can follow the illustrations in their books, and read the captions. Also tell the children to listen carefully to the story. You might tell them:

- If you were in the story, imagine what you would see, hear, feel, taste, and smell.

After reading the story, ask the children to share their ideas about what they imagined they would experience with their five senses. Consider adding their responses to the chart suggested on page 110 of the Teacher's Guide.

Continue now with the We Experience part of the lesson on page 107 of the Teacher's Guide.

Health and Physical Education expectation C1.4

Ann jumped up. “Let’s go to the park for a little while, Sara. Please?”

“I can’t this afternoon, Ann,” Sara answered. “I have another piano lesson in a little while and I need a short rest and a glass of milk.”

“But you don’t like milk,” Ann said.

“I know, but it’s good for me. When you’re pregnant you need to take good care of yourself so the baby will be strong and healthy. That’s why I exercise every day.”

“You sit down and I’ll get you a big glass of milk,” Ann said. “I want the baby to be healthy, too.”

We Discover

In the story, Sara spoke about exercise and eating healthy to keep her and her baby healthy. What other things do we do to keep ourselves healthy and keep others healthy as well? (washing hands with soap; using a tissue; sleeve sneezing; brushing and flossing teeth; not sharing hats or hairbrushes) You may wish to discuss how each hygiene habit keeps the individual healthy, while also keeping others healthy.

Recall that our lives are gifts that God gives to us. We show that we appreciate the gift of our lives by thanking God for our lives and caring for ourselves and others, just as Sara did when she was pregnant.

**Health and Physical Education
expectation C2.5**

Invite the children’s comments on this part of the story of Sara and Dominic. Ask them:

- How did Sara and Dominic prepare for the new baby?
- Where does the baby grow before it is born?
- Why does Sara have to take good care of herself?
- What is the special prayer we say that tells us about Jesus growing inside his mother? (Remind the children of the words of the Hail Mary: “Blessed is the fruit of your womb, Jesus.” Explain to them that womb is another word for uterus.)

As you explore the story with the children, draw out the significant ideas, 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.

- It is God’s special plan for a new baby to grow inside a mother’s uterus.
- Mothers and fathers and other family members prepare for the baby.
- One way mothers prepare for a baby is by taking good care of themselves.

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

We Respond

Display the Big Book page, “A Perfect Home,” and read the text together. Invite the children’s questions and comments. You might explain that this is a special kind of picture called an *ultrasound* that lets us see inside the body. The baby is inside the mother’s body in its special home — the uterus.

Give each child a copy of BLM #10 (“O Lord, You Look at Me and You Know Me”), and say the prayer together. Later, the children could decorate the page and bring it home to their families.

We Explore (related activities)

- **Family Connections** — Send home the Family Connections sheet (A Special Home) so that the children can share with their families what they have been learning.
- **Baby Care** — Begin preparations for a baby-care centre. Ask the children to develop a list of items that are needed for a new baby, and record them on a chart. Items could include dolls, a tub for bathing, baby clothes, bottles, diapers, a toy crib and high chair, soft toys. The children may want to bring some of these things from home.
- **Lullaby** — Give the children copies of BLM #11 (“All Through the Night”), an old Welsh lullaby. You might explain that a lullaby is a special song to help a baby fall asleep. All over the world, people sing soothing songs to their babies. You might ask the children to find out what lullabies their families sang to them when they were babies. (**Curriculum Connection:** The Arts, Music, see Appendix B, page 196.) On page 123 you will find a simple arrangement of this lullaby for piano or guitar.

Using our Five Senses

Pre-Reading Activity

This material is intended to be delivered before the We Experience part of the lesson on page 128 of the Teacher's Guide.

In the story the children will hear today, Sara and Dominic are getting ready for Thanksgiving. You might say to students:

- Remember how we can imagine using our five senses? Let's think about Thanksgiving. What do you imagine you see, hear, smell, taste, and feel at Thanksgiving? Invite children to share their responses.

OR

Students can write their own riddle about a holiday of their choice: I see _____. I hear _____. I taste _____. I feel _____. I smell _____. Write your own example on chart paper to use as an exemplar. Also, brainstorm the different holidays with the students and write them on chart paper for reference. Students can then share their riddles with the class.

Have students recall that our senses help us to appreciate the gifts of God's creation.

Continue now with the We Experience part of the lesson on page 128 of the Teacher's Guide.

Health and Physical Education expectation C1.4

ASSESSMENT RUBRIC

Theme Five Project: We Live in the World (continued)

CATEGORY	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
thinking <ul style="list-style-type: none"> planning skills (generating ideas; gathering/organizing information; focusing research; setting goals) 	uses planning skills with limited effectiveness	uses planning skills with some effectiveness	uses planning skills with considerable effectiveness	uses planning skills with a high degree of effectiveness
<ul style="list-style-type: none"> processing skills (analyzing the task; interpreting; synthesizing) 	uses processing skills with limited effectiveness	uses processing skills with some effectiveness	uses processing skills with considerable effectiveness	uses processing skills with a high degree of effectiveness
<ul style="list-style-type: none"> critical/creative processes (research; critical analysis; inventive ideas) 	uses critical/creative processes with limited effectiveness	uses critical/creative processes with some effectiveness	uses critical/creative processes with considerable effectiveness	uses critical/creative skills with a high degree of effectiveness
communication <ul style="list-style-type: none"> expression of ideas and organization of information (clarity; level of detail; logical organization; relevant vocabulary) 	expresses and organizes ideas and information with limited effectiveness	expresses and organizes ideas and information with some effectiveness	expresses and organizes ideas and information with considerable effectiveness	expresses and organizes ideas and information with a high degree of effectiveness
application <ul style="list-style-type: none"> application of knowledge and skills in familiar contexts 	applies knowledge and skills with limited effectiveness	applies knowledge and skills with some effectiveness	applies knowledge and skills with considerable effectiveness	applies knowledge and skills with a high degree of effectiveness
<ul style="list-style-type: none"> transfer of knowledge and skills to new contexts 	transfers knowledge and skills with limited effectiveness	transfers knowledge and skills with limited effectiveness	transfers knowledge and skills with considerable effectiveness	transfers knowledge and skills with considerable effectiveness

Appendix B

Fully Alive and Curriculum Connections

Fully Alive offers opportunities to address expectations in other curricular areas. The following chart shows where these correlations can be found in Grade 1.

RELIGIOUS EDUCATION
Believing

<p>Theme 1: Topic 1, <i>“Creation Is a Gift from God”</i> Theme 1: Topic 2, <i>“We Are God’s Special Creation”</i> Theme 5: Topic 1, <i>“The World Is an Amazing Place to Be”</i> Theme 5: Topic 2, <i>“God’s World Is Our Home”</i></p>	<p>BL2.2 Examine a selection of Old and New Testaments that reveal God as “Father” – Isaiah 9:6, 64:8; Matt. 5–16, 5:45, 6:6) “Almighty” (Ps. 33:11–13; 48:14; 50:6, 68:19–20; 84:11–12; Proverbs 30:5), and “Creator of Heaven and Earth” (Gen. 1) and use a variety of strategies to communicate their message (e.g., drama, retell, art). [CCC nos. 50–73; 198–354]</p>
<p>Theme 2: Topic 1, <i>“Meet My Family”</i> Theme 2: Topic 2, <i>“Families Are for Love”</i> Theme 2: Topic 4, <i>“Each Child Has a Place”</i> Theme 4: Topic 1, <i>“We Depend on Our Families”</i></p>	<p>BL2.3 Describe the experience of how we come to know and recognize our parents, brothers and sisters, grandparents, etc. (i.e., as children we gradually come to recognize their face, their voice, their acts of love) and relate this natural way of knowing to the process of how God has communicated to us gradually through Scripture his “face” (e.g., in stages – Creation, Covenants – Abraham and Moses, the Commandments, Prophets) and especially in the face of his Son – Jesus Christ. [CCC nos. 50–73; 101–104; 198–231; 422–455]</p>
<p>Theme 2: Topic 1, <i>“Meet My Family”</i> Theme 2: Topic 2, <i>“Families Are for Love”</i> Theme 2: Topic 4, <i>“Each Child Has a Place”</i></p>	<p>BL3.3 Compare how families and communities are formed and defined by their common history and stories (i.e., our family ethnicity, culture, language and important relatives who are deceased) to how the Christian Church is formed into a believing community and defined through the inspired stories of Sacred Scripture which reveal our relationship to God, Jesus and to one another. [CCC nos. 101–114]</p>

RELIGIOUS EDUCATION

Celebrating

<p>Theme 3: Topic 5, “God’s Wonderful Creation”</p>	<p>CL1.3 Describe Baptism as the Sacrament that welcomes us into the Church and connect the spiritual experience of being welcomed into the Church through the sacrament of Baptism to the human experience of being born into the world and welcomed into the community of one’s family.</p>
<p>Theme 1: Topic 4, “Likes and Dislikes” Theme 1: Topic 5, “Our Feelings”</p>	<p>CL3.3 Identify the various ways people communicate with each other and express their thoughts and feelings (<i>e.g., words, signs, symbols, expressions</i>) and relate this to the use of symbols, gestures, rituals and words in the liturgies of the Church to unfold the mysteries of Christ and a sense of waiting and hope, new life and joy, wonder and thanksgiving throughout the seasons of the liturgical year. [CCC nos. 1145–1149]</p>

RELIGIOUS EDUCATION

Living a Moral Life

<p>Theme 1: Topic 1, “Creation Is a Gift from God” Theme 1: Topic 2, “We Are God’s Special Creation” Theme 4: Topic 3, “Making Choices”</p>	<p>ML1.3 Identify through Scripture (i.e., Genesis 1) that God has created the world we live in and made human beings to be unique (i.e., with a spiritual soul, intellect, free will, reason and an exalted vocation), and demonstrate how our human life is a gift to us and to others. [CCC nos. 1700–1705]</p>
<p>Theme 4: Topic 3, “Making Choices”</p>	<p>ML2.1 Listen to Gospel narratives that reveal the consequences of choosing not to obey God’s will (e.g., Lk. 16:19–31 – Parable of the Rich Man and Lazarus; Matt. 24:45–51 – Parable of the Faithful and Unfaithful Slave; Matt. 26:69–75 – Peter denies Jesus three times). [CCC no. 532]</p>
<p>Theme 4: Topic 3, “Making Choices”</p>	<p>ML2.2 Identify situations that call us to choose between doing actions which are good or those actions which are harmful (e.g., not sharing, making fun of others, not telling the truth, etc.). [CCC nos. no. 1777–1782; 1786–1789]</p>

<p>Theme 4: Topic 3, “Making Choices”</p>	<p>ML2.3 Identify the different actions that we are capable of doing as human beings (e.g., natural actions such as eating, sleeping, running, etc.) and those actions that we are able to think about (i.e., use our reason) before we act and that have consequences of being good or harmful to others and to ourselves. [CCC nos. 1777–1782]</p>
<p>Theme 2: Topic 2, “Families Are for Love” Theme 2: Topic 4, “Each Child Has a Place” Theme 2: Topic 5, “Being Friends” Theme 4: Topic 3, “Making Choices” Theme 5: Topic 2, “God’s World Is Our Home”</p>	<p>ML3.3 Describe ways in which children can be examples of holiness (by imitating Jesus Christ’s love for others, being faithful, charitable and obedient to God’s will). [CCC nos. 2012–2016]</p>

RELIGIOUS EDUCATION

Living in Communion

<p>Theme 4: Topic 3, “Making Choices”</p>	<p>LC1.3 Compare the characteristics of a family with the characteristics of the Church (<i>e.g., who can belong, how do people become members, who is the head and who guides the members, what rules govern behaviour, what is the role of the group, what is the end goal of each community?</i>) and identify ways both can be places where we learn about God. (<i>Note: in the Church all people can be members, membership by baptism and faith; joined to Christ and the Holy Spirit, dignity because the Spirit dwells in them, the law of love, mission to witness to Christ, their destiny is the Kingdom.</i>) [CCC nos. 781–782]</p>
<p>Theme 4: Topic 3, “Making Choices”</p>	<p>LC2.2 Describe what it means to belong to God’s family and the community of the Church (e.g., through baptism we are accepted into a sharing in the life of God the Father, the Son and the Holy Spirit). [CCC nos. 1655–58, 2232–33, 2201–8]</p>
<p>Theme 4: Topic 3, “Making Choices”</p>	<p>LC2.3 Compare the experience of being part of a loving family (living members who are present to us, those living away from us, and deceased relatives) with the concept of the Communion of Saints (i.e., the visible and invisible Church, the Church as both human and divine) and demonstrate how we help each other through our prayers. [CCC nos. 954–959; 961–962; 2683]</p>

RELIGIOUS EDUCATION
Living in Solidarity

<p>Theme 4: Topic 3, “Making Choices”</p>	<p>LS1.2 Provides examples of how God has made human beings equal yet different in their being (i.e., equally loved by God and offered faith equally for our salvation; different in the talents and responsibilities we have been given; different ethnic and racial backgrounds; different genders, ages, and different challenges and needs) and identify the benefits of diversity. [CCC nos. 356–384; 1928–1948]</p>
<p>Theme 4: Topic 3, “Making Choices”</p>	<p>LS2.3 Provide examples of what it means to be ‘social by nature’ and how relationships can support and nourish our development as human beings. [CCC nos. 1877–1896]</p>

RELIGIOUS EDUCATION
Praying

<p>Theme 3: Topic 3, “Before You Were Born”</p>	<p>PR1.2 Demonstrate an understanding of prayer as expressions of our relationship with God, Christ and others and learn to recite the common prayers of this living community (i.e., <i>Sign of the Cross, Our Father, Hail Mary, Glory to God</i>). [CCC nos. 2623–2625; 2664]</p>
<p>Theme 1: Topic 1, “Creation Is a Gift from God” Theme 1: Topic 2, “We Are God’s Special Creation” Theme 3: Topic 3, “Before You Were Born”</p>	<p>PR2.2 Experience and demonstrate skill in being able to use a variety of prayer forms (e.g., spontaneous prayer, traditional prayer such as the Our Father, Hail Mary and Glory Be, petitions, etc.). [CCC nos. 2663–2699]</p>

THE ARTS

Music

<p>Theme 1: Topic 4, “Likes and Dislikes” Theme 2: Topic 2, “Families Are for Love”</p>	<p>C1.2 apply the elements of music when singing, playing, and moving (<i>e.g., duration: while singing a familiar song, clap the rhythm while others pat the beat, and on a signal switch roles</i>)</p>
<p>Theme 1: Topic 5, “Our Feelings” Theme 2: Topic 5, “Being Friends” Theme 3: Topic 3, “Before You Were Born” Theme 4: Topic 3, “Making Choices”</p>	<p>C2.1 express initial reactions and personal responses to musical performances in a variety of ways (<i>e.g., move like an animal of which the music reminds them</i>)</p>
<p>Theme 3: Topic 3, “Before You Were Born”</p>	<p>C3.2 identify a variety of musical pieces from different cultures through performing and/or listening to them (<i>e.g., folk songs, songs for celebrations, ceremonial music from Canadian and world sources</i>)</p>
<p>Theme 3: Topic 3, “Before You Were Born”</p>	<p>C3.1 identify and describe musical experiences in their own lives (<i>e.g., list the places and times within a day when they hear or perform music; describe various times when they sing, play, and move to music in school, at home, and in the community</i>)</p>
<p>Theme 3: Topic 3, “Before You Were Born” Theme 4: Topic 3, “Making Choices”</p>	<p>C1.3 create compositions for a specific purpose and a familiar audience (<i>e.g., use the notes “mi”, “so”, and “la” to create a melodic phrase that answers a sung question; use rhythm instruments, body percussion, or everyday objects to create an accompaniment to a story or song; use short rhythmic phrases in improvised answers to clapped questions</i>)</p>

THE ARTS

Visual Arts

<p>Theme 1: Topic 1, “Creation Is a Gift from God” Theme 1: Topic 4, “Likes and Dislikes” Theme 1: Topic 5, “Our Feelings”</p>	<p>D1.2 demonstrate an understanding of composition, using principles of design to create narrative art works or art works on a theme or topic (<i>e.g., a drawing of an approaching storm that uses a variety of lines to create contrast [dashed, jagged, curved, spiral]; a cardboard or papier mâché sculpture of a mythical animal in a dynamic pose that uses surface materials to show a contrast in texture [fuzzy yarn; coarse, prickly sawdust]</i>)</p>
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<p>Theme 1: Topic 4, “Likes and Dislikes” Theme 1: Topic 5, “Our Feelings” Theme 2: Topic 4, “Each Child Has a Place”</p>	<p>D1.1 create two- and three-dimensional works of art that express feelings and ideas inspired by personal experiences (<i>e.g., a tempera painting that communicates their feelings about a special occasion or event such as a fair or a parade; a sculpture of a favourite musical instrument made with found objects; a watercolour painting of a favourite part of the schoolyard; an assemblage in which images and objects from home and school are used to represent special memories</i>)</p>
<p>Theme 2: Topic 4, “Each Child Has a Place”</p>	<p>D1.3 use elements of design in art works to communicate ideas, messages, and personal understandings (<i>e.g., a pattern of broken, wavy, and zigzag lines to make the bark of a tree look rough in a drawing; size and arrangement of organic shapes in a painting of flowers to create the impression that the various flowers are at different distances from the viewer</i>)</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 3: Topic 3, “Before You Were Born” Theme 4: Topic 3, “Making Choices”</p>	<p>Healthy Eating C1.1 explain why people need food to have healthy bodies (<i>e.g., food provides energy for the healthy growth of teeth, skin, bones, muscles, and other body components</i>)</p>
<p>Theme 1: Topic 5, “Our Feelings” Theme 2: Topic 2, “Families Are for Love” Theme 2: Topic 3, “A New Baby in the Family” Theme 2: Topic 5, “Being Friends” Theme 4: Topic 1, “We Depend on Our Families”</p>	<p>Personal Safety and Injury Prevention C2.3 demonstrate the ability to recognize caring behaviours (<i>e.g., listening with respect, giving positive reinforcement, being helpful</i>) and exploitive behaviours (<i>e.g., inappropriate touching, verbal or physical abuse, bullying</i>), and describe the feelings associated with each [PS]</p>
<p>Theme 3: Topic 5, “God’s Wonderful Creation”</p>	<p>Human Development and Sexual Health C1.3 identify body parts, including genitalia (<i>e.g., penis, testicles, vagina, vulva</i>), using correct terminology [PS]</p>
<p>Theme 1: Topic 1, “Creation Is a Gift from God” *Theme 3: Topic 1, “A Special Love” *Theme 3: Topic 4, “A Gift of Love”</p>	<p>C1.4 identify the five senses and describe how each functions (<i>e.g., sight: the eyes give the brain information about the world to help us see colours, shapes, and movement; touch: receptors in the skin tell us how things feel – if they are hot, cold, wet, dry, hard, soft; hearing: the ears pick up vibrations and send messages to the brain to help us hear sounds that are loud or soft, high- or low-pitched; smell and taste: the tongue is covered with thousands of taste buds and the nose has tiny hairs and nerves that send messages to the brain about how things taste and smell</i>) [PS]</p>
<p>*Theme 3: Topic 3, “Before You Were Born”</p>	<p>C2.5 demonstrate an understanding of and apply proper hygienic procedures for protecting their own health and preventing the transmission of disease to others (<i>e.g., washing hands with soap, using a tissue, sleeve sneezing, brushing and flossing teeth, not sharing hats or hairbrushes</i>) [PS]</p>

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

SCIENCE AND TECHNOLOGY

Understanding Life Systems

<p>*Theme 3: Topic 3, “Before You Were Born” <i>(*including the Health and Physical Education Supplemental Resource material)</i></p> <p>Theme 4: Topic 1, “We Depend on Our Families”</p> <p>Theme 4: Topic 3, “Making Choices”</p> <p>Theme 5: Topic 2, “God’s World Is Our Home”</p>	<p>1.1 identify personal action that they themselves can take to help maintain a healthy environment for living things, including humans (<i>e.g., walk to school instead of being driven in the car; be careful what they put down the drain at home; practise cleanliness to reduce the spread of germs when helping in the kitchen; show care and concern for all living things</i>)</p>
<p>Theme 1: Topic 2, “We Are God’s Special Creation”</p> <p>Theme 3: Topic 3, “Before You Were Born”</p> <p>Theme 3: Topic 4, “A Gift of Love”</p>	<p>2.2 investigate and compare the basic needs of humans and other living things, including the need for air, water, food, warmth, and space, using a variety of methods and resources (<i>e.g., prior knowledge, personal experience, discussion, books, videos/DVDs, CD-ROMs</i>)</p>
<p>Theme 1: Topic 1, “Creation Is a Gift from God”</p> <p>Theme 3: Topic 5, “God’s Wonderful Creation”</p> <p>Theme 5: Topic 1, “The World Is an Amazing Place to Be”</p>	<p>2.3 investigate and compare the physical characteristics of a variety of plants and animals, including humans (<i>e.g., some plants produce flowers and some do not; most plants have roots; some animals have two legs, while others have four; all animals have sense organs</i>)</p>
<p>*Theme 3: Topic 1, “A Special Love” <i>(*including the Health and Physical Education Supplemental Resource material)</i></p> <p>*Theme 3: Topic 4, “A Gift of Love” <i>(*including the Health and Physical Education Supplemental Resource material)</i></p>	<p>2.5 investigate characteristics of parts of the human body, including the five sense organs, and explain how those characteristics help humans meet their needs and explore the world around them (<i>e.g., our hands have fingers and a thumb that are flexible to allow us to pick up food; our legs have the two biggest bones in our bodies, to carry us around to do the things we need to do; our tongue has bumps that help us to determine if our food is too hot, too cold, or tastes bad; our ears are shaped like cones to catch sounds that warn us that danger is near and to hear the beautiful sounds of nature</i>), using a variety of methods and resources (<i>e.g., observation of themselves and other animals, outdoor experiences, prior knowledge, personal experience, diagrams and/or charts</i>)</p>
<p>Theme 1: Topic 1, “Creation Is a Gift from God”</p> <p>Theme 3: Topic 5, “God’s Wonderful Creation”</p> <p>Theme 5: Topic 1, “The World Is an Amazing Place to Be”</p>	<p>3.2 identify the physical characteristics (<i>e.g., size, shape, colour, common parts</i>) of a variety of plants and animals (<i>e.g., sunflowers are tall, with a long stalk, leaves, and big, round, yellow flowers with hundreds of seeds; dogs can be big or small, come in many shapes and colours, have four legs, and usually have a tail and are covered with fur</i>)</p>

<p>Theme 3: Topic 3, “Before You Were Born” Theme 3: Topic 4, “A Gift of Love” Theme 3: Topic 5, “God’s Wonderful Creation”</p>	<p>3.3 identify the location and function of major parts of the human body, including sense organs (e.g., <i>lungs are in my chest and are used for breathing; teeth are in my mouth and are used for eating; hair is on my head for protection from the cold; ears are on the sides of my head and are used for hearing</i>)</p>
<p>Theme 3: Topic 3, “Before You Were Born” Theme 3: Topic 4, “A Gift of Love”</p>	<p>3.4 describe the characteristics of a healthy environment, including clean air and water and nutritious food, and explain why it is important for all living things to have a healthy environment</p>
<p>Theme 3: Topic 3, “Before You Were Born” Theme 3: Topic 4, “A Gift of Love” Theme 4: Topic 3, “Making Choices” Theme 5: Topic 2, “God’s World Is Our Home”</p>	<p>3.5 describe how showing care and respect for all living things helps to maintain a healthy environment (e.g., <i>leaving all living things in their natural environment; feeding birds during cold winter months; helping to plant and care for plants in the gardens that attract birds and butterflies; caring for the school and the schoolyard as an environment</i>)</p>

SCIENCE AND TECHNOLOGY

Understanding Structures and Mechanisms

<p>Theme 4: Topic 1, “We Depend on Our Families” Theme 4: Topic 3, “Making Choices” Theme 5: Topic 2, “God’s World Is Our Home”</p>	<p>1.1 identify the kinds of waste produced in the classroom, and plan and carry out a classroom course of action for minimizing waste, explaining why each action is important</p>
<p>Theme 1: Topic 1, “Creation Is a Gift from God” *Theme 3: Topic 1, “A Special Love” <i>(*including the Health and Physical Education Supplemental Resource material)</i> *Theme 3: Topic 4, “A Gift of Love” <i>(*including the Health and Physical Education Supplemental Resource material)</i> Theme 5: Topic 1, “The World Is an Amazing Place to Be”</p>	<p>2.2 investigate characteristics of various objects and structures, using their senses</p>
<p>Theme 1: Topic 1, “Creation Is a Gift from God” Theme 5: Topic 1, “The World Is an Amazing Place to Be”</p>	<p>3.4 describe the function/purpose of the observable characteristics (e.g., <i>texture, height, shape, colour</i>) of various objects and structures, using information gathered through their senses (e.g., <i>sandpaper is rough to help take the rough edges off wood; a traffic light is tall so it can be easily seen; a stop sign is the same shape and colour in many countries around the world to make it easily recognizable</i>)</p>

SCIENCE AND TECHNOLOGY

Understanding Matter and Energy

<p>Theme 4: Topic 3, “Making Choices” Theme 5: Topic 2, “God’s World Is Our Home”</p>	<p>1.1 describe their own and their family’s uses of energy (e.g., to operate lights, video games, cars, computers); identify ways in which these uses are efficient or wasteful, taking different points of view into consideration (e.g., the point of view of a parent, a sibling, a member of their extended family); suggest ways to reduce personal energy consumption; and explain why it is important for people to make these choices</p>
<p>Theme 4: Topic 3, “Making Choices” Theme 5: Topic 2, “God’s World Is Our Home”</p>	<p>3.5 demonstrate an understanding that humans get the energy resources they need from the world around them (e.g., the wood, oil, and gas to heat our homes and cook our food) and that the supply of many of these resources is limited so care needs to be taken in how we use them</p>

SOCIAL STUDIES

Heritage and Identity

<p>Theme 2: Topic 3, “A New Baby in the Family” Theme 2: Topic 4, “Each Child Has a Place” Theme 3: Topic 1, “A Special Love” Theme 3: Topic 2, “A Wonderful Announcement” Theme 4: Topic 1, “We Depend on Our Families” Theme 5: Topic 3, “All Kinds of Work”</p>	<p>A1.1 describe how and why a person’s roles, relationships, and responsibilities may change in different places or situations and at different times (e.g., how and why a student’s relationship with a teacher is different from that with a peer; how their parents’ roles differ at home and at work; how a child’s responsibilities at home may change as he or she gets older; why expectations for table manners may be different when they are home than when they are a guest in someone else’s home)</p>
<p>Theme 1: Topic 6, “We Are Growing and Changing” Theme 2: Topic 3, “A New Baby in the Family” Theme 2: Topic 4, “Each Child Has a Place”</p>	<p>A1.2 describe how some significant events in their lives (e.g., the birth of a sibling, starting school, moving to a new home, getting a pet) led to changes in their roles, relationships, and/or responsibilities</p>
<p>Theme 2: Topic 3, “A New Baby in the Family” Theme 3: Topic 1, “A Special Love” Theme 3: Topic 2, “A Wonderful Announcement”</p>	<p>A1.3 compare some of the significant events in their own lives and/or the lives of their family members with those in the lives of their peers</p>

<p>Theme 2: Topic 2, “Families Are for Love” Theme 2: Topic 5, “Being Friends” Theme 3: Topic 1, “A Special Love” Theme 3: Topic 2, “A Wonderful Announcement” Theme 4: Topic 1, “We Depend on Our Families” Theme 4: Topic 3, “Making Choices”</p>	<p>A1.4 describe the impact that people can have on each other in some different situations (<i>e.g.</i>, when a person helps a child who is lost, when a child bullies another child, when a teacher helps a student find the answer to a problem, when schoolmates share toys or art supplies) and some of the ways in which interactions between people can affect a person’s sense of self</p>
<p>Theme 2: Topic 1, “Meet My Family” Theme 2: Topic 2, “Families Are for Love” Theme 2: Topic 4, “Each Child Has a Place” Theme 2: Topic 5, “Being Friends” Theme 5: Topic 2, “God’s World Is Our Home”</p>	<p>A3.1 describe some of their own roles, relationships, and responsibilities (<i>e.g.</i>, as a student, member of a family, friend, member of the community)</p>
<p>Theme 2: Topic 1, “Meet My Family” Theme 2: Topic 2, “Families Are for Love” Theme 2: Topic 4, “Each Child Has a Place” Theme 2: Topic 5, “Being Friends” Theme 5: Topic 2, “God’s World Is Our Home”</p>	<p>A3.2 identify some of the significant people, places, and things in their life, including their life in the community (<i>e.g.</i>, people: parent, teacher, Elder, doctor; places: school, friends’ homes, the library, parks or playgrounds, their place of worship; things: pets, culturally specific items in their home, toys and comfort items), and describe their purpose or the role they have</p>
<p>Theme 1: Topic 4, “Likes and Dislikes” Theme 1: Topic 5, “Our Feelings” Theme 2: Topic 2, “Families Are for Love” Theme 2: Topic 5, “Being Friends” Theme 4: Topic 3, “Making Choices” Theme 5: Topic 2, “God’s World Is Our Home”</p>	<p>A3.4 identify some elements of respectful behaviour that they can practise in their everyday life (<i>e.g.</i>, sharing, cooperating, being courteous, not damaging the natural or built environment) and/or that other people practise (<i>e.g.</i>, some people bow to each other as a sign of respect; when meeting an Elder, one offers tobacco, a sacred medicine, for symbolic purposes)</p>
<p>Theme 1: Topic 1, “Creation Is a Gift from God” Theme 1: Topic 2, “We Are God’s Special Creation” Theme 2: Topic 2, “Families Are for Love” Theme 2: Topic 5, “Being Friends” Theme 3: Topic 5, “God’s Wonderful Creation” Theme 4: Topic 3, “Making Choices” Theme 5: Topic 1, “The World Is an Amazing Place to Be” Theme 5: Topic 2, “God’s World Is Our Home”</p>	<p>A3.5 demonstrate an understanding that it is important to treat other people and the environment with respect</p>

SOCIAL STUDIES
People and Environments

<p>Theme 5: Topic 1, <i>“The World Is an Amazing Place to Be”</i> Theme 5: Topic 3, <i>“All Kinds of Work”</i></p>	<p>B1.1 describe some of the ways in which people make use of natural and built features of, and human services in, the local community to meet their needs, and what might happen if these features/services did not exist</p>
<p>Theme 5: Topic 3, <i>“All Kinds of Work”</i></p>	<p>B1.2 identify some services and service-related occupations in their community (<i>e.g., occupations such as sanitation worker, store clerk, restaurant server, repair person; services provided by the post office, the band office, the water treatment plant, grocery stores, gas stations</i>), and describe how they meet people’s needs, including their own needs</p>
<p>Theme 4: Topic 3, <i>“Making Choices”</i> Theme 5: Topic 2, <i>“God’s World Is Our Home”</i></p>	<p>B1.3 create a plan that outlines some specific ways in which they can responsibly interact with the built and/or natural environment in the local community (<i>e.g., map out the location of garbage and recycling cans in parks so they can properly dispose of their waste; help plan a garden at home, composting in the school, or other ways of reducing their environmental footprint; plan ways to participate in clean-up days</i>), and describe how their actions might enhance the features of the local environment</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 1	106a, 106b	<ul style="list-style-type: none"> • p. 106a: Appreciating God’s Gifts with Our Five Senses • p. 106b: How can we show that we appreciate . . .
Theme 3, Topic 3	121	<ul style="list-style-type: none"> • p. 121: new <i>We Discover</i> margin feature
Theme 3, Topic 4	128a	<ul style="list-style-type: none"> • p. 128a: Using our Five Senses
Appendix B	194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 203a, 203b, 203c, 203d	<ul style="list-style-type: none"> • pp. 194–203d: Appendix B
Appendix E	217, 218	<ul style="list-style-type: none"> • pp. 217–218: new Appendix E