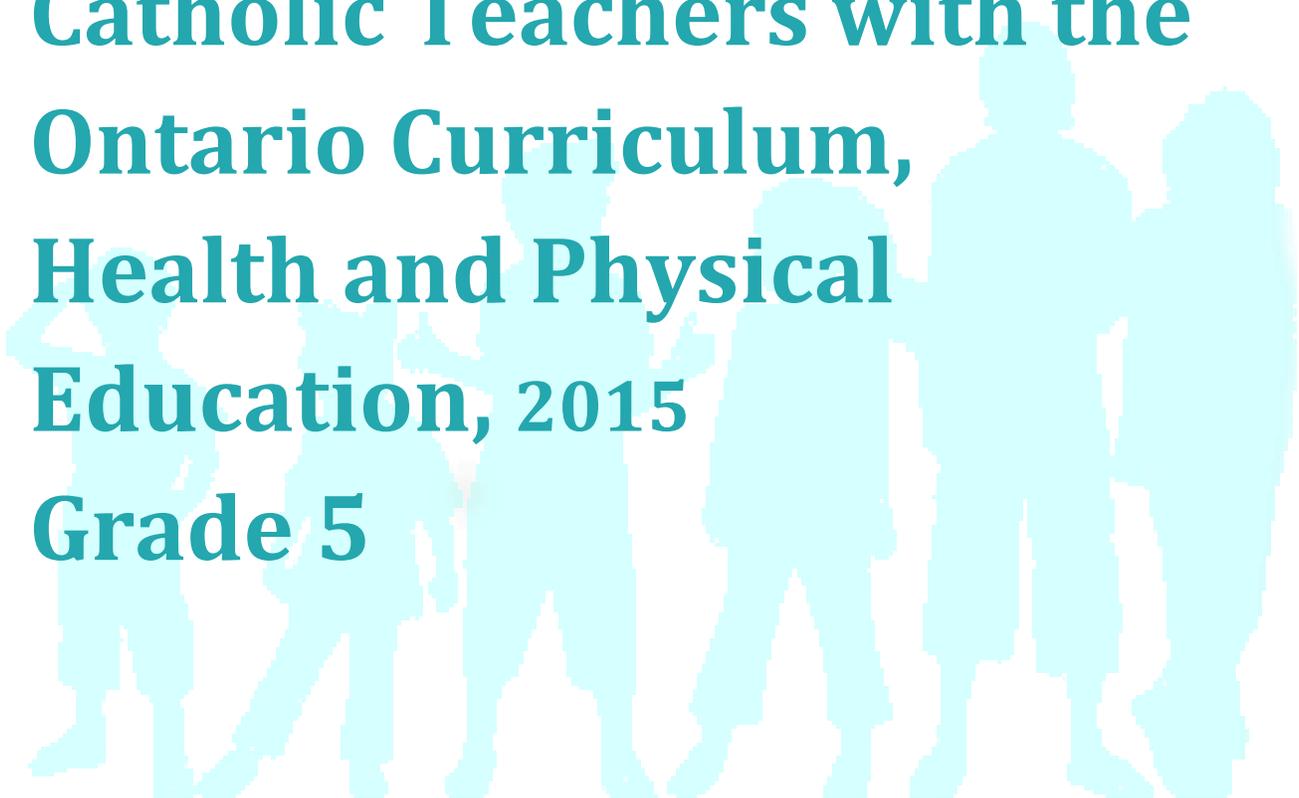


**Supplemental Resources for
Fully Alive to Support
Catholic Teachers with the
Ontario Curriculum,
Health and Physical
Education, 2015
Grade 5**



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:

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

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Theme Three

Created Sexual: Male and Female

About Theme Three

To be human is to be sexual. Sexuality, expressed in our maleness and femaleness, is an essential component of personhood. For this reason, education in sexuality is education of the whole person. Theme Three, therefore, must be approached within the context of the previous themes on the value of the individual and of human relationships, and that of the themes that follow on commitment and social responsibility. Without this context, it is only too easy to reduce sexuality to the reproductive system and its functioning.

As the students approach the life stage of adolescence, they bring with them a variety of ideas about sexuality. First, there is the information they have been given at home and at school. They have learned that males and females are physically different, and that these differences are related to our potential for motherhood and fatherhood. Within the relationship of marriage, sexual intercourse between husband and wife expresses a love that is truly life-giving both spiritually and physically. Parents share in God's creative power, and the children of their marriage are a special sign of their love. The students have learned that new human life begins with conception, and they have traced its development from a single cell created by the union of sperm and ovum to the birth of a baby.

Beyond this information about sexuality, students of this age also bring with them their attitudes, which are shaped by the home, the school, and the wider society, in particular, by the media. Sexuality is deeply relational, and in homes where parents co-operate, appreciate the work that each does for the family, and show their affection and respect for each other and for their children, positive attitudes about the complementarity of males and females are developed. At school, the students have been taught that sexuality is one of the marvelous gifts of creation, and they have been encouraged to take pride in being males and females. The Christian understanding of marriage and family, with its stress on commitment and generosity, has also been explored.

These have been positive influences on students, influences that lead to attitudes about sexuality that are fully human. But there are other influences in our society that degrade sexuality, making us less than we are intended to be. The media often both reflect and create an understanding of sexuality that is less than human. Its relational dimensions appear casual, uncommitted, and frequently exploitive, and its procreational

dimensions are either ignored or rejected. All students, to a greater or lesser extent, are exposed to and influenced by this distorted image of sexuality. Theme Three provides an opportunity for them to examine the messages they are receiving, and for teachers to begin speaking about the importance of modesty and chastity. As in the earlier grades, students are encouraged to deepen their understanding of the life-giving and loving dimensions of human sexuality, and, as they get older and enter the later grades, to grow in their personal commitment to chastity.

Overview of Topics

- **Topic 1: We Are Wonderfully Made** — The opening topic of Theme Three explores the marvel of the human body, and introduces the concept of *being* a body, as opposed to *having* a body. The major body systems are outlined in this topic, ending with a brief introduction to the human reproductive system.
- **Topic 2: The Body System That Gives Life** — Topic Two expands on the introduction to the reproductive system with a description of the organs of the adult female and male reproductive systems.
- **Topic 3: Human Fertility** — This topic builds on the previous one with an introduction to the concept of fertility, followed by an explanation of female fertility and male fertility. The topic ends with the ultimate expression of the gift of human fertility — new life and the experience of parenthood.
- **Topic 4: Puberty Begins** — Topic 4 introduces and explains the physical changes of puberty. It includes information about the specific changes that happen to males and females as the reproductive system begins to mature, as well as charts showing the range of age at which puberty begins, and the range of age within which the signs of sexual development occur.
- **Topic 5: Growing Up** — The final topic in Theme Three highlights some of the other changes young people experience after puberty, changes that affect the whole person, not just the body. Puberty marks the beginning of the long process of growing up and becoming men and women.

Topic 6: Growing Up Resilient — This additional topic in Theme Three describes some of the emotional and interpersonal stresses related to puberty and identifies strategies students can apply to manage stress, build resilience, and enhance their mental health and emotional well-being.

Health and Physical Education
expectation C2.4

Closing Note

As late childhood gives way to early adolescence, one of the important goals of Theme Three is to prepare students for a new time of discovery and questioning. It is also a time of reflection, and the issue of identity, which includes sexuality, assumes increasing importance, especially in later adolescence.



Created Sexual: Male and Female Topic 6

Growing Up Resilient

Consider it pure joy, my brothers, whenever you face trials of many kinds, because you know that the testing of your faith develops perseverance. Perseverance must finish its work so that you may be mature and complete, not lacking anything.

James 1: 2-4

Expectations

The students will:

- recognize and appreciate the need for support and co-operation within the family when changes occur.
- recognize that some friendship difficulties are a normal part of growing up.

Note to the Teacher

Adolescence is a stressful time for students. It is important to support students in understanding that stress is part of being a whole person. We have positive and negative stressors that are both emotional and interpersonal. Have students reflect on what they know about stress and support their understanding that we all develop tools to manage stress. In addition to our personal coping mechanisms, there are various means within our family, school, parish, and wider community that provide extended support. We all experience setbacks and disappointments, but we learn and grow from our mistakes and failures. Developing a resilient mindset helps us to cope with stress and brings about healthy emotional development.

Important Words

- *stress, resilience*

Program Resources

- Student Book, pages 74 – 75

Curriculum Connections

This topic addresses expectation C2.4 of the Health and Physical Education Curriculum (Healthy Living, Human Development and Sexual Health). See Appendix B.

We Experience

Ask students to reflect on the three scenarios they encountered in Topic 5 (pages 74 – 75). Invite students to consider the emotional and/or relationship stresses that the individuals in each scenario might be feeling.

We Discover

Review the three scenarios together, reminding students that stress is a normal part of development. You might ask students:

- How is Hannah’s situation stressful? (peer pressure, need for belonging) What might Hannah do to manage that stress? (pray for guidance and strength to make the right decision; talk with a trusted adult)
 - Lucy was teased and felt miserable and even more self-conscious. These feelings also caused stress for Lucy. How could she manage those feelings? (pray for strength and support to manage her feelings; reflect in a journal; talk to parents and other trusted adults)
 - How was Mike feeling stress? (concern for his mother’s feelings) How is Mike managing his stressful feelings? (making plans; talking to his dad)
-

We Respond

As we grow and develop, we learn to become aware of the signs of stress in our lives. You might ask students:

- What are some of the ways we react to stress physically? (weight gain or loss by changes in our eating patterns; hair loss; excessive perspiration; increased breathing; heart racing)
- What are some of the ways we react to stress emotionally? (difficulty falling/staying asleep; withdrawing from people or activities we otherwise enjoy; increased emotional responses like anger or sadness; difficulty maintaining concentration)
- What are some of the ways we can manage stress? (prayer; physical activity; deep breathing exercises; write our feelings in a journal; talk to parents/family, a trusted friend or other adult; talk to our priest)

Explore what it means to build resilience and discuss how we monitor our feelings:

- Part of our development during adolescence is learning to be aware of and monitor our feelings. Resilience is a person's ability to adapt to stress and adversity. We develop resilience as we successfully manage stressful situations and feelings. If we feel a particular way (sad, tired, anxious), for a very long time, that might be an indication that we need to get help to understand and deal with our feelings.

As a shared activity, have students brainstorm a list of physical and emotional responses to stress. Record their responses on chart-paper, then brainstorm and record a list of remedies for those responses. Challenge students to consider community resources (class, school, parish, wider community) that support us during stressful times (parents/family, teacher, Child and Youth Worker, Parish Priest or Youth Ministry Leader, Kids Help Phone)

We Explore (related activities)

- **Community Support** — Invite the school Child and Youth Worker and/or Parish Youth Ministry Leader to the class to discuss opportunities for support for students feeling stressed or having difficulty coping with stress.

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 5.

RELIGIOUS EDUCATION

Celebrating

<p>Theme 1: Topic 5, “The End of the Journey”</p>	<p>CL1.1 Identify and explain the significance of the Last Sacrament (i.e., Penance, Anointing of the Sick and Eucharist) in the Christian life (conveying God’s grace through the power of the Holy Spirit, it brings spiritual and physical strength during an illness, especially at the time of death). [CCC nos. 1524–1532]</p>
<p>Theme 1: Topic 5, “The End of the Journey”</p>	<p>CL1.2 Identify in the Rite of the Anointing of the Sick – who can receive and celebrate the sacrament; the rituals, blessings and prayers, signs and symbols that signify and convey grace and identification with Christ who suffers and who heals. [CCC nos. 1514–1523]</p>
<p>Theme 1: Topic 5, “The End of the Journey”</p>	<p>CL1.3 Identify in Scripture, examples of illness in human life and the transformation, forgiveness, and healing that Christ reveals through his ministry and connect these examples to the Sacraments of Reconciliation and Anointing of the Sick. [CCC nos. 1449–1513]</p>
<p>Theme 1: Topic 5, “The End of the Journey” Theme 2: Topic 6, “A Time for Reflection” Theme 5: Topic 2, “Communities are Like Families” Theme 5: Topic 3, “Signs of a Good Community” Theme 5: Topic 4, “The World as Community”</p>	<p>CL2.3 Explain how the prayers, ritual actions, and songs in the liturgy of the Mass can unite us in full, conscious and active participation and transform us into a community called to witness to the presence of Christ in the world. [CCC nos. 1391–1405]</p>

RELIGIOUS EDUCATION

Living a Moral Life

<p>Theme 1: Topic 3, “Mr. Talbot’s Classroom” Theme 2: Topic 2, “Families Have Rules” Theme 4: Topic 2, “A Commitment to Myself” Theme 5: Topic 2, “Communities are Like Families” Theme 5: Topic 3, “Signs of a Good Community”</p>	<p>ML1.1 Examine the Sermon on the Mount (Matt. 5–7) to identify the relationship of the Decalogue of the Old Testament to the New Law (Law of the Gospels) and its authoritative teachings and guidance for the early Christian community. [CCC nos. 1965–1986; 1987–2029]</p>
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<p>Theme 1: Topic 1, <i>“God’s Love is Forever”</i> Theme 1: Topic 2, <i>“Learning about Love”</i> Theme 2: Topic 5, <i>“The Ups and Downs of Friendship”</i> Theme 4: Topic 1, <i>“Responsible for Our Actions”</i> Theme 4: Topic 2, <i>“A Commitment to Myself”</i> Theme 5: Topic 4, <i>“The World as Community”</i></p>	<p>ML1.3 Identify, using passages from the New Testament, the ways we are called to live the New Commandment (i.e., conversion of heart, developing in our lives an interior law of charity, openness to the grace of the Holy Spirit) in the choices we make, in our relationship with God and others. [CCC nos. 1965–1986]</p>
<p>Theme 2: Topic 5, <i>“The Ups and Downs of Friendship”</i> Theme 4: Topic 1, <i>“Responsible for Our Actions”</i></p>	<p>ML2.2 Distinguish between a morally good act and a morally evil act and describe the positive or negative effect that our passions can have. [CCC nos. 1755–1775]</p>
<p>Theme 2: Topic 5, <i>“The Ups and Downs of Friendship”</i> Theme 4: Topic 1, <i>“Responsible for Our Actions”</i></p>	<p>ML2.3 Describe the three sources of morality outlined in the moral teachings of the Church upon which the morality of a human act depends (i.e., the morality of a human act depends on: the object of the act that is chosen, the intention of the person acting, and the circumstances of the action) and apply them to an analysis of various moral dilemmas a person might face. [CCC nos. 1749–1754]</p>
<p>Theme 1: Topic 5, <i>“The End of the Journey”</i> Theme 2: Topic 6, <i>“A Time for Reflection”</i> Theme 4: Topic 2, <i>“A Commitment to Myself”</i> Theme 5: Topic 2, <i>“Communities are Like Families”</i> Theme 5: Topic 3, <i>“Signs of a Good Community”</i> Theme 5: Topic 4, <i>“The World as Community”</i></p>	<p>ML3.1 Identify and examine a selection of biblical passages to unfold what God revealed about the responsibility of individuals and social institutions to care for the poor and the sick, to be just in what they do.</p>
<p>Theme 5: Topic 2, <i>“Communities are Like Families”</i> Theme 5: Topic 3, <i>“Signs of a Good Community”</i> Theme 5: Topic 4, <i>“The World as Community”</i></p>	<p>ML3.3 Identify the principles of social justice outlined by the Magisterium of the Church and explain why they are teachings that address communal social sin and are called to holiness. [CCC nos. 1928–1948; Compendium of the Social Doctrine of the Church]</p>

RELIGIOUS EDUCATION
Living in Communion

<p>Theme 1: Topic 6, <i>“We are Connected”</i> Theme 5: Topic 3, <i>“Signs of a Good Community”</i> Theme 5: Topic 4, <i>“The World as Community”</i></p>	<p>LC1.2 Identify how members of the Church witness to God’s universal love, to the nature of the Church being “catholic” and to the promotion of relationships with non-Christians (i.e., Muslims) and other paths of missionary witness. [CCC nos. 830–856]</p>
<p>Theme 2: Topic 5, <i>“The Ups and Downs of Friendship”</i> Theme 5: Topic 3, <i>“Signs of a Good Community”</i> Theme 5: Topic 4, <i>“The World as Community”</i></p>	<p>LC1.3 Connect the missionary and apostolic qualities of the Christian community i.e., mission and service of the Church, to the priestly, prophetic and royal roles and responsibilities of being a Christian in the life and mission of their school community (e.g., examine their own commitment to including/excluding others, advocate against injustice, service projects). [CCC nos. 783–786]</p>

RELIGIOUS EDUCATION
Living in Solidarity

<p>Theme 5: Topic 2, <i>“Communities are Like Families”</i> Theme 5: Topic 3, <i>“Signs of a Good Community”</i> Theme 5: Topic 4, <i>“The World as Community”</i></p>	<p>LS1.1 Identify through the Letters of St. Paul (i.e., the analogy of the body 1 Cor. 12:12–31; Romans 12:3–8) the key characteristics of what it means to be Church and explain the importance of recognizing, developing, and willingly sharing our gifts and talents in order to give witness to Christ. [CCC nos. 1897–1904]</p>
<p>Theme 5: Topic 3, <i>“Signs of a Good Community”</i> Theme 5: Topic 4, <i>“The World as Community”</i></p>	<p>LS2.1 Examine Matthew 25:31–46 to identify and summarize what Jesus reveals about the judgement of God concerning the human dignity of others, the “friendship” that we are to see and establish with others (i.e., hungry, thirsty, stranger, naked, and those in prison) and how he will judge our actions towards others. [CCC nos. 356–384; 1928–1933; 1391–1401]</p>
<p>Theme 5: Topic 3, <i>“Signs of a Good Community”</i> Theme 5: Topic 4, <i>“The World as Community”</i></p>	<p>LS2.2 Define the meaning of the virtue of solidarity with respect to material and spiritual goods and link solidarity to the Church’s social justice teaching on the preferential love of the poor and vulnerable (i.e., the human need and capacity of love and care for the poor and vulnerable which is an expression of our faith). [CCC nos. 356–384; 1928–1933; 1391–1401]</p>

<p>Theme 5: Topic 3, <i>“Signs of a Good Community”</i> Theme 5: Topic 4, <i>“The World as Community”</i></p>	<p>LS2.3 Apply the principle of solidarity to global and/or local issues of injustice and describe ways that students can become involved in projects of “social charity”. [CCC nos. 356–384; 1928–1933; 1391–1401]</p>
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RELIGIOUS EDUCATION

Praying

<p>Theme 2: Topic 1, <i>“Our Families”</i> Theme 5: Topic 4, <i>“The World as Community”</i></p>	<p>PR1.1 Distinguish what is essential and different between personal and communal prayer and provide examples of how the Church has adapted communal prayers to reflect the culture of a particular people and the unity of the Christian faith (e.g., use of Peace Pipe at Eucharist for First Nations People of Canada). [CCC nos. 2562–2565; 2767–2772]</p>
<p>Theme 1: Topic 5, <i>“The End of the Journey”</i> Theme 2: Topic 6, <i>“A Time for Reflection”</i></p>	<p>PR1.2 Describe the variety of ways that Catholics express prayer during the communal celebration of the Mass (i.e., song, petitions, prayers, posture, kneeling, fold our hands, bowing our heads, cultural expressions and in silence) and suggest how and why all these ways deepen our experience of prayer. [CCC nos. 2617–2619; 2622]</p>

THE ARTS

Visual Arts

<p>Theme 2: Topic 1, <i>“Our Families”</i> Theme 2: Topic 4, <i>“Friendship”</i> Theme 5: Topic 2, <i>“Communities are Like Families”</i></p>	<p>D1.1 create two- and three-dimensional art works that express feelings and ideas inspired by their own and others’ points of view (e.g., a painting based on a photo montage about children’s rights and responsibilities; a coloured line drawing of an underwater setting or the view from an airplane that addresses environmental awareness by showing the interconnectedness of ecosystems; a painting of someone in a particular situation in which empathy for him or her is created through characterization)</p>
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<p>Theme 2: Topic 1, “<i>Our Families</i>” Theme 2: Topic 4, “<i>Friendship</i>” Theme 5: Topic 2, “<i>Communities are Like Families</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., create an abstract painting using different proportions of complementary colours; create a simple sculpture of a human form that depicts an emotional response and shows awareness of proportion and negative space [in the style of Barbara Hepworth]; create an impression of depth and space by neutralizing colour intensity and brightness in a landscape painting [atmospheric perspective])</p>
<p>Theme 2: Topic 1, “<i>Our Families</i>” Theme 2: Topic 4, “<i>Friendship</i>” Theme 5: Topic 2, “<i>Communities are Like Families</i>”</p>	<p>D1.4 use a variety of materials, tools, and techniques to determine solutions to design challenges</p>
<p>Theme 1: Topic 1, “<i>God’s Love is Forever</i>”</p>	<p>D2.1 interpret a variety of art works and identify the feelings, issues, themes, and social concerns that they convey (e.g., use an image round-table technique to compare interpretations of emotions suggested by abstract forms or figures in art work; sort and classify a variety of art images, such as Nigerian, Egyptian, Mayan, and Chinese sculptures, to determine common subjects or themes)</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 4, “Friendship” Theme 2: Topic 5, “The Ups and Downs of Friendship” Theme 2: Topic 6, “A Time for Reflection”</p>	<p>Personal Safety and Injury Prevention C1.1 identify people (<i>e.g., parents, guardians, neighbours, teachers, crossing guards, police, older students, coaches, elders</i>) and supportive services (<i>e.g., help lines, 9-1-1, Telehealth, public health units, student services</i>) that can assist with injury prevention, emergencies, bullying, and abusive and violent situations [PS]</p>
<p>Theme 1: Topic 4, “A Journey” Theme 1: Topic 6, “We are Connected” Theme 2: Topic 6, “A Time for Reflection” Theme 4: Topic 1, “Responsible for Our Actions” Theme 4: Topic 2, “A Commitment to Myself” Theme 4: Topic 3, “A Commitment to Others”</p>	<p>C3.2 explain how a person’s actions, either in person or online, can affect their own and others’ feelings, self-concept, emotional well-being, and reputation (<i>e.g., negative actions such as name calling, making homophobic or racist remarks, mocking appearance or ability, excluding, bullying, sexual harassment [including online activities such as making sexual comments, sharing sexual pictures, or asking for such pictures to be sent]; positive actions such as praising, supporting, including, and advocating</i>) [PS,IS]</p>
<p>Theme 3: Topic 1, “We are Wonderfully Made” Theme 3: Topic 2, “The Body System That Gives Life” Theme 3: Topic 4, “Puberty Begins”</p>	<p>Human Development and Sexual Health C1.3 identify the parts of the reproductive system, and describe how the body changes during puberty [PS]</p>
<p>Theme 3: Topic 3, “Human Fertility”</p>	<p>C1.4 describe the processes of menstruation and spermatogenesis, and explain how these processes relate to reproduction and overall development</p>
<p>Theme 3: Topic 5, “Growing Up” *Theme 3: Topic 6, “Growing Up Resilient”</p>	<p>C2.4 describe emotional and interpersonal stresses related to puberty (<i>e.g., questions about changing bodies and feelings, adjusting to changing relationships, crushes and more intense feelings, conflicts between personal desires and cultural teachings and practices</i>), and identify strategies that they can apply to manage stress, build resilience, and enhance their mental health and emotional well-being (<i>e.g., being active, writing feelings in a journal, accessing information about their concerns, taking action on a concern, talking to a trusted peer or adult, breathing deeply, meditating, seeking cultural advice from elders</i>) [PS]</p>

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

LANGUAGE

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

The expectations in Oral Communication include:

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

The expectations for Reading include:

- demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details
- extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them
- 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 variety of forms
- use parts of speech correctly to communicate their intended meaning clearly, with a focus on the use of: common, proper, and abstract nouns; collective nouns; adjectives, including comparative adjectives, the helping verb have; adverbs modifying verbs; comparative adverbs

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

Media Literacy

<p>Theme 2: Topic 2, “Families Have Rules” Theme 2: Topic 4, “Friendship” Theme 2: Topic 6, “A Time for Reflection” Theme 4: Topic 1, “Responsible for Our Actions” Theme 4: Topic 3, “A Commitment to Others” Theme 5: Topic 1, “My World”</p>	<p>1.4 explain why different audiences might respond differently to the same media text (e.g., identify some different responses to their favourite music and suggest reasons for the differences)</p>
<p>Theme 1: Topic 1, “God’s Love is Forever” Theme 1: Topic 4, “A Journey” Theme 1: Topic 5, “The End of the Journey” Theme 1: Topic 6, “We are Connected” Theme 2: Topic 2, “Families Have Rules” Theme 2: Topic 4, “Friendship” Theme 2: Topic 6, “A Time for Reflection” Theme 4: Topic 1, “Responsible for Our Actions” Theme 4: Topic 3, “A Commitment to Others” Theme 5: Topic 1, “My World”</p>	<p>3.1 describe in detail the topic, purpose, and audience for media texts they plan to create (e.g., an advertising campaign to encourage students to participate in a charity drive)</p>
<p>Theme 1: Topic 1, “God’s Love is Forever” Theme 1: Topic 4, “A Journey” Theme 1: Topic 6, “We are Connected” Theme 2: Topic 2, “Families Have Rules” Theme 2: Topic 4, “Friendship” Theme 2: Topic 6, “A Time for Reflection” Theme 4: Topic 1, “Responsible for Our Actions” Theme 4: Topic 3, “A Commitment to Others” Theme 5: Topic 1, “My World”</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 (e.g., a pamphlet or newsletter to inform parents, teachers, and students about environmental initiatives taken or planned by members of the school community)</p>
<p>Theme 1: Topic 1, “God’s Love is Forever” Theme 1: Topic 4, “A Journey” Theme 1: Topic 5, “The End of the Journey” Theme 1: Topic 6, “We are Connected” Theme 2: Topic 2, “Families Have Rules” Theme 2: Topic 4, “Friendship” Theme 2: Topic 6, “A Time for Reflection” Theme 4: Topic 1, “Responsible for Our Actions” Theme 4: Topic 3, “A Commitment to Others” Theme 5: Topic 1, “My World”</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., the components of the dinner menu for a restaurant: different sections for each course, descriptions of ingredients, catchy titles for different dishes, and prices are included to interest diners in the various dishes and give them information they need to make choices)</p>

<p>Theme 1: Topic 1, <i>“God’s Love is Forever”</i></p> <p>Theme 1: Topic 4, <i>“A Journey”</i></p> <p>Theme 1: Topic 5, <i>“The End of the Journey”</i></p> <p>Theme 1: Topic 6, <i>“We are Connected”</i></p> <p>Theme 2: Topic 2, <i>“Families Have Rules”</i></p> <p>Theme 2: Topic 4, <i>“Friendship”</i></p> <p>Theme 2: Topic 6, <i>“A Time for Reflection”</i></p> <p>Theme 4: Topic 1, <i>“Responsible for Our Actions”</i></p> <p>Theme 4: Topic 3, <i>“A Commitment to Others”</i></p> <p>Theme 5: Topic 1, <i>“My World”</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 T-shirt to be worn by a character in a story or television show; a pamphlet on a socially relevant topic they have studied this year; a collection of images (downloaded, clipped, or scanned, as appropriate) from various sources, such as magazines, the Internet, newspapers, or textbooks, to illustrate a topic from a cross-curricular unit of study; a flyer/poster, created using software, to advertise a school event; a mock television commercial for a food product, drink, or item of clothing; a news broadcast about a topic – such as immigration – from a cross-curricular unit of study; a breakfast, lunch, or dinner menu for a restaurant depicted in a novel, short story, or film)</p>
<p>Theme 2: Topic 2, <i>“Families Have Rules”</i></p> <p>Theme 2: Topic 4, <i>“Friendship”</i></p> <p>Theme 2: Topic 6, <i>“A Time for Reflection”</i></p> <p>Theme 4: Topic 1, <i>“Responsible for Our Actions”</i></p> <p>Theme 4: Topic 3, <i>“A Commitment to Others”</i></p> <p>Theme 5: Topic 1, <i>“My World”</i></p>	<p>4.1 identify, with some support and direction, what strategies they found most helpful in making sense of and creating media texts, and explain how these and other strategies can help them improve as media viewers/listeners/producers</p>
<p>Theme 2: Topic 2, <i>“Families Have Rules”</i></p> <p>Theme 2: Topic 4, <i>“Friendship”</i></p> <p>Theme 4: Topic 1, <i>“Responsible for Our Actions”</i></p> <p>Theme 4: Topic 3, <i>“A Commitment to Others”</i></p> <p>Theme 5: Topic 1, <i>“My World”</i></p>	<p>4.2 explain, with some support and direction, how their skills in listening, speaking, reading, and writing help them to make sense of and produce media texts</p>

MATHEMATICS

Patterning and Algebra

<p>Theme 2: Topic 2, <i>“Families Have Rules”</i></p>	<ul style="list-style-type: none"> • create, identify, and extend numeric and geometric patterns, using a variety of tools (e.g., concrete materials, paper and pencil, calculators, spreadsheets)
<p>Theme 2: Topic 2, <i>“Families Have Rules”</i></p>	<ul style="list-style-type: none"> • make predictions related to growing and shrinking geometric and numeric patterns
<p>Theme 2: Topic 2, <i>“Families Have Rules”</i></p>	<ul style="list-style-type: none"> • extend and create repeating patterns that result from translations, through investigation using a variety of tools (e.g., pattern blocks, dynamic geometry software, dot paper)

SCIENCE AND TECHNOLOGY
Understanding Life Systems

<p>Theme 3: Topic 1, <i>“We are Wonderfully Made”</i> Theme 3: Topic 2, <i>“The Body System That Gives Life”</i></p>	<p>3.1 identify major systems in the human body (e.g., <i>musculoskeletal system, digestive system, nervous system, circulatory system</i>) and describe their roles and interrelationships</p>
<p>Theme 3: Topic 1, <i>“We are Wonderfully Made”</i></p>	<p>3.3 identify interrelationships between body systems (e.g., <i>the respiratory system provides oxygen and removes carbon dioxide for the circulatory system</i>)</p>

SCIENCE AND TECHNOLOGY
Understanding Matter and Energy

<p>Theme 4: Topic 1, <i>“Responsible for Our Actions”</i></p>	<p>1.1 evaluate the environmental impacts of processes that change one product into another product through physical or chemical changes</p>
<p>Theme 4: Topic 1, <i>“Responsible for Our Actions”</i></p>	<p>1.2 assess the social and environmental impact of using processes that rely on chemical changes to produce consumer products, taking different perspectives into account (e.g., <i>the perspectives of food manufacturers, consumers, landfill operators, people concerned about the environment</i>), and make a case for maintaining the current level</p>

SCIENCE AND TECHNOLOGY
Understanding Earth and Space Systems

<p>Theme 4: Topic 1, <i>“Responsible for Our Actions”</i> Theme 5: Topic 2, <i>“Communities are Like Families”</i></p>	<p>1.1 analyse the long-term impacts on society and the environment of human uses of energy and natural resources, and suggest ways to reduce these impacts (e.g., <i>turning off the faucet while brushing teeth or washing and rinsing dishes conserves water; reusing or recycling products, or using fewer products, conserves natural resources and energy</i>)</p>
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<p>Theme 4: Topic 1, “Responsible for Our Actions” Theme 5: Topic 2, “Communities are Like Families”</p>	<p>1.2 evaluate the effects of various technologies on energy consumption (e.g., <i>improving our home’s insulation allows us to conserve heat and reduce energy consumption; aerodynamic design can improve the energy efficiency of cars and buses; household appliances designed to make our lives easier use large amounts of energy; some cars and recreational vehicles use energy less efficiently than others</i>), and propose ways in which individuals can improve energy conservation</p>
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SOCIAL STUDIES

People and Environments

<p>Theme 4: Topic 1, “Responsible for Our Actions” Theme 4: Topic 2, “A Commitment to Myself” Theme 4: Topic 3, “A Commitment to Others” Theme 5: Topic 2, “Communities are Like Families”</p>	<p>B1.2 create a plan of action to address a social issue of local, provincial/territorial, and/or national significance (e.g., <i>homelessness, child poverty, bullying in schools, availability of physicians in remote communities</i>), specifying the actions to be taken by the appropriate level (or levels) of government as well as by citizens</p>
<p>Theme 4: Topic 1, “Responsible for Our Actions” Theme 4: Topic 2, “A Commitment to Myself” Theme 4: Topic 3, “A Commitment to Others” Theme 5: Topic 2, “Communities are Like Families”</p>	<p>B1.3 create a plan of action to address an environmental issue of local, provincial/territorial, and/or national significance (e.g., <i>managing waste disposal, regulating industrial practices that damage the environment, ensuring safe drinking water, expanding availability of energy from renewable sources, reducing vehicle emissions</i>), specifying the actions to be taken by the appropriate level (or levels) of government as well as by citizens, including themselves</p>
<p>Theme 2: Topic 5, “The Ups and Downs of Friendship” Theme 4: Topic 1, “Responsible for Our Actions”</p>	<p>B2.5 evaluate evidence and draw conclusions about social and/or environmental issues, outlining the strengths and weaknesses of different positions on the issues, including the position of the level (or levels) of government responsible for addressing the issues</p>
<p>Theme 4: Topic 1, “Responsible for Our Actions” Theme 5: Topic 2, “Communities are Like Families” Theme 5: Topic 3, “Signs of a Good Community”</p>	<p>B3.1 describe the major rights and responsibilities associated with citizenship in Canada (e.g., <i>rights: equal protection under the law, freedom of speech, freedom of religion, the right to vote; responsibilities: to respect the rights of others, to participate in the electoral process and political decision making, to improve their communities</i>)</p>

<p>Theme 5: Topic 2, <i>“Communities are Like Families”</i></p> <p>Theme 5: Topic 3, <i>“Signs of a Good Community”</i></p> <p>Theme 5: Topic 4, <i>“The World as Community”</i></p>	<p>B3.3 describe the shared responsibility of various levels of government for providing some services and for dealing with selected social and environmental issues (<i>e.g., services/issues related to transportation, health care, the environment, and/or crime and policing</i>)</p>
<p>Theme 5: Topic 1, <i>“My World”</i></p>	<p>B3.6 explain why different groups may have different perspectives on specific social and environmental issues (<i>e.g., why oil industry representatives, farmers, environmentalists, and the Alberta government might differ on development of the oil sands; why the federal government and First Nations band councils might have different perspectives on housing problems on reserves</i>)</p>
<p>Theme 4: Topic 1, <i>“Responsible for Our Actions”</i></p> <p>Theme 5: Topic 3, <i>“Signs of a Good Community”</i></p>	<p>B3.7 describe some different ways in which citizens can take action to address social and environmental issues (<i>e.g., by determining the position of their local candidates on various issues and supporting/voting for the one whose position they agree with; through the court system; by organizing petitions or boycotts; by volunteering with organizations that work on specific issues; by writing to their elected representatives or to the media</i>)</p>

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	5, 6	<ul style="list-style-type: none"> • p. 5: Topic 6: Growing Up Resilient • p. 6: F Changes to Reflect . . .
Theme 3 Introduction	130	<ul style="list-style-type: none"> • p. 130: new margin feature with Topic 6 overview
Theme 3, Topic 6 (new topic)	162a, 162b, 162c	<ul style="list-style-type: none"> • p. 162a: new Topic 6: Growing Up Resilient • p. 162b: Curriculum Connections • p. 162c: Explore what it means . . .
Appendix B	235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 245a, 245b, 245c	<ul style="list-style-type: none"> • pp. 235–245c: Appendix B
Appendix F	283, 284	<ul style="list-style-type: none"> • pp. 283–284: new Appendix F