



# **Curriculum Links Between**

## **The Ontario Curriculum Grades 1-8**

**and the**

***Fully Alive Program***

# **Curriculum Links**

**2016**



## Purpose of This Document

For more than thirty years, teachers in Ontario have been teaching *Fully Alive*, a Family Life Education program sponsored by the Assembly of Catholic Bishops of Ontario.

Within the last year, the Ministry of Education has issued *The Ontario Curriculum Grades 1-8: Health and Physical Education, 2015 (revised)* policy document. At the request of the Assembly of Catholic Bishops of Ontario, and on behalf of the partners in Catholic education, the Institute for Catholic Education (ICE) undertook the task of developing supplementary resources to augment the *Fully Alive* program, in order to support Catholic teachers in implementing the HPE curriculum, most especially, the Human Development and Sexual Health strand. As Catholic educators turn to the task of developing appropriate resources for use in Catholic schools, there has been renewed interest and focus on the Family Life Curriculum offered in Catholic schools, and on the *Fully Alive* program.

A part of the project to develop these resources involved the mapping of curriculum links between *Fully Alive* and the HPE curriculum. As the project unfolded, the scope of work was expanded to also include the mapping of curriculum connections between *Fully Alive* and other curriculum policy documents, many of which have been revised and updated in the intervening years since *Fully Alive* was last revised. With the generous cooperation and collaboration of Pearson Canada Inc., Catholic educators from around the province have contributed to this work, and the task has now been completed.

It was nearly six years ago that the Institute for Catholic Education first published an analysis of the curriculum links between the *Fully Alive*, other Catholic education resources, and what was then the interim version of the HPE curriculum (2010). We are pleased at this time to provide an updated and comprehensive compendium resource, identifying curriculum links between *Fully Alive*, aligning learning expectations with all other Ontario elementary curriculum policy documents.

The Family Life curriculum is an important element of the Religious Education program in Catholic schools, and is integral to a Catholic education. The *Fully Alive* program is a very rich resource that provides educators with opportunities to address a variety of curriculum expectations through the lens of faith.

It is the hope of the partners in Ontario Catholic education that educators at all levels, especially teachers, will renew their commitment to providing our students with a Catholic vision of human life, marriage, family, and sexuality.

*The Ontario Curriculum, Grades 1-8: Health and Physical Education, 2015 (revised)* is based on the vision that the knowledge and skills students acquire in the program will benefit them throughout their lives and enable them to thrive in an ever-changing world by helping them develop physical and health literacy as well as the comprehension, capacity, and commitment they will need to lead healthy, active lives and to promote healthy, active living. (*The Ontario Curriculum, Grades 1-8: Health and Physical Education, 2015 (revised)* p. 6.)

*Curriculum Links Between the Ontario Curriculum, Grades 1-8 and the Fully Alive Program* document was written to support teachers in their quest to infuse the Catholic perspective into the Ontario curriculum. This is our dual mandate as Catholic educators. More specifically, this resource presents the Roman

Catholic vision that humanity is created in the image and likeness of God, created with dignity and freedom and capable of choice.

Highlighting direct links to the *Fully Alive* program allows teachers to help students reach their full potential through a program that is explicitly Catholic and developmentally appropriate. The program was designed to support educators and parents as they present a distinctly Catholic view of human life, relationships, sexuality, marriage and family to students. Because a Catholic education is holistic by nature, the *Fully Alive* vision and specifically the resources developed as part of the series, provide opportunities to address specific curriculum expectations from a variety of subject areas.

All Ontario curriculum policy documents revised since 2010 include a section on equity and inclusive education (entitled Antidiscrimination Education in documents released before 2010), which provides guidance to educators on how this relates to the particular subject or discipline. The principles of equity and inclusive education are also embedded throughout the curriculum in the learning expectations, teacher prompts and examples across all subject disciplines. It is important that all students see themselves reflected in their learning at school. Fostering safe, inclusive and accepting schools for all students is a continuous process grounded in raising awareness, building understanding, and respecting and valuing the full range of our diversity. The *Fully Alive* program is about the whole human person. Each of us is a physical, intellectual, emotional, social, and spiritual human being. Critical and creative thinking processes, and communication skills are critical learning expectations in all subject areas, and are integral to the *Fully Alive* program and are key learning goals in the *Fully Alive* program. *Fully Alive* encourages the development of character in our students, focusing particularly on Catholic virtues, and provides opportunity for rich discussion on current topics such as bullying, sexual abuse, equity and diversity, self-esteem, human development, healthy living, and healthy relationships.

### **Assessment and Evaluation:**

The purpose of assessment and evaluation is to inform teacher practice and to improve student learning. In a Catholic classroom, it is inappropriate to evaluate a student's spiritual or emotional life or their progress in moral development. However, gathering anecdotal notes in these areas can help the teacher plan and develop activities that support their spiritual and moral growth.

When assessing and evaluating, Catholic teachers should keep in mind and stress the long-term goals of Catholic education with respect to knowledge, skills and values that are described in the *Ontario Catholic School Graduate Expectations* (OCSGEs). The OCSGEs provide the framework for designing Catholic curriculum and resource materials at all grade levels in Ontario. Teachers in Catholic schools use the OCSGEs to guide their work and make curriculum decisions related to instructional planning strategies, assessment and evaluation.

*Fully Alive* provides examples of activities and culminating tasks that can be assessed and/or evaluated based on application of knowledge and comprehension acquired, not on emotional, moral or spiritual development. (See Appendix A, *Fully Alive* Program)

## **Cross-Curricular Connections:**

“In cross-curricular learning, students are provided with opportunities to learn and use related content and/or skills in two or more subjects. For example, all subjects, including health and physical education, can be related to the language curriculum. In health and physical education, students use a range of language skills: they build subject-specific vocabulary; they use words and their bodies to communicate feelings and share and interpret information; and they read about current health issues and research new information.

Teachers can also use reading material about health and physical education in their language lessons. Similarly, health and physical education lessons can be used as a vehicle for instruction in critical literacy. Students can interpret product information on food labels and critique media messages related to sex and gender stereotypes, body image, or alcohol use. Students can also analyse and adapt fitness plans with reference to criteria such as ability levels, individual interests, resource requirements, and personal goals.

In integrated learning, students are provided with opportunities to work towards meeting expectations from two or more subjects within a single unit, lesson, or activity. By linking expectations from different subject areas, teachers can provide students with multiple opportunities to reinforce and demonstrate their knowledge and skills in a range of settings. There are clear connections, for example, between the expectations in health and physical education and those in other subject areas, such as language, science and technology, and social studies, history, and geography. Health and physical education can be used to provide other ways of learning and making connections.

In integrated learning, teachers need to ensure that the specific knowledge and skills for each subject are taught. For example, if students are illustrating a number sentence in mathematics by means of jumping or if they are using their bodies to make the shapes of letters to spell a word in language, the teacher should ensure that health and physical education expectations for jumping and landing in control and for building fitness, including body strength and flexibility, are integrated into the activities.

Integrated learning can also be a solution to problems of fragmentation and isolated skill instruction – that is, in integrated learning, students can learn and apply skills in a meaningful context. In such contexts, students also have an opportunity to develop their ability to think and reason and to transfer knowledge and skills from one subject area to another.” (*The Ontario Curriculum, Grades 1-8: Health and Physical Education, 2015 p. 57.*)

See also:

*The Ontario Curriculum, Grades 1-8: The Arts, 2009 (revised) p. 42*

*The Ontario Curriculum, Grades 1-8: Language 2006 (revised) p. 23*

*The Ontario Curriculum, Grades 1-8: Mathematics 2005 (revised) p. 26*

*The Ontario Curriculum, Grades 1-8: Science and Technology 2007 p. 30*

*The Ontario Curriculum, Grades 1-6: Social Studies 2013 (revised) p. 37*

*The Ontario Curriculum, Grades 7 & 8: History and Geography 2013 (revised) p. 37.*

*Fully Alive* offers opportunities to address expectations across all curriculum areas, and are identified in Appendix B of each of the *Fully Alive* Teacher Resource Manuals.

## Instructional Approaches and Teaching Strategies:

“Effective instruction is key to student success. To provide effective instruction, teachers need to consider what they want students to learn, how they will know whether students have learned it, how they will design instruction to promote the learning, and how they will respond to students who are not making progress. When planning what students will learn, teachers identify the main concepts and skills described in the curriculum expectations, consider the contexts in which students will apply the learning, and determine students’ learning goals. As teachers develop and deepen their understanding of individual students, they can respond more effectively to the students’ needs by differentiating instructional approaches – adjusting the method or pace of instruction, using different types of resources, allowing a wider choice of topics, even adjusting the learning environment, if appropriate, to suit the way their students learn and how they are best able to demonstrate their learning.” (*The Ontario Curriculum, Grades 1-8: Health and Physical Education, 2015 (revised)* pp. 48-49.)

See also:

*The Ontario Curriculum, Grades 1-8: The Arts, 2009 (revised)* p. 36

*The Ontario Curriculum, Grades 1-8: Language 2006 (revised)* p. 22

*The Ontario Curriculum, Grades 1-8: Mathematics 2005 (revised)* p. 24

*The Ontario Curriculum, Grades 1-8: Science and Technology 2007* p. 28

*The Ontario Curriculum, Grades 1-6: Social Studies 2013 (revised)* p. 34

*The Ontario Curriculum, Grades 7 & 8: History and Geography 2013 (revised)* p. 34.

The *Fully Alive* program is student-centred and all lessons start by drawing upon students’ prior knowledge and life experiences. It considers students’ abilities and needs and suggests a variety of ways for the teacher to teach the concepts and for the students to demonstrate learning.

The *Fully Alive* program is divided up into five themes: *Created and Loved by God, Living in Relationship, Created Sexual: Male and Female, Growing in Commitment* and *Living in the World*.

Each topic in each of the five themes is divided up into 4 sections:

- 1) **We Experience:** By considering their prior knowledge, the teacher draws the students into the topic and invites personal response.
- 2) **We Discover:** Moving from personal experience, the teacher uses guided questions to move the students into a deeper understanding of the key concepts.
- 3) **We Respond:** Through a variety of activities, students are able to demonstrate their understanding of the key concepts.
- 4) **We Explore:** By connecting learning to other areas of the curriculum, teachers offer students activities that reinforce and enrich the topic covered.

## Students with Special Needs:

Our Catholic tradition stresses the dignity and worth of human life and teaches that all are created in the image and likeness of God. Therefore, Catholic teachers have the responsibility to help all students learn and to work collaboratively with colleagues and parents in order to achieve this goal.

“Accommodations and modifications depend on the nature and degree of the student’s ability and require on-going observation, assessment and evaluation and, on occasion, the development of an

Individual Education Plan. The *Fully Alive* program strongly encourages that all students be included in the exploration activities that concentrate on the students' strengths, and tasks be designed to allow students to succeed. In these cases, close communication with parents is strongly encouraged.

Specific modifications of the program will depend on the individual child, but the following general suggestions may be helpful:

- Regularly include related activities (We Explore) that concentrate on the child's strengths, for example, music, art, or physical education.
- For tasks that involve partners, pair the child with a competent partner who is sensitive to the needs of others.
- Keep in close communication with the child's family. Find out about the child's special interests and activities.
- Encourage the child to contribute in group activities. Create a classroom discussion atmosphere that is relaxed, open, accepting of all responses, and sensitive to the needs of others."

"Since some of the topics focus on physical appearance, special talents, and on growth and change, there are many opportunities for helping all children to be sensitive to individual differences. Teachers should stress the fact that each person is unique with strengths and weaknesses, and God wants all of us to be patient and helpful with one another.

Children with special needs, like all children, need to experience success and to develop self-esteem and self-confidence. Even when careful program modifications are made, many are burdened with a sense of failure. Together, sensitive teachers and families can use *Fully Alive* as a special way to remind these children of how precious they are, of the need to be patient and to persevere, and of the love God has for them." (*Fully Alive*, Gr. 1, p. 30.)

See also "Planning Programs for Students with Special Education Needs" section in:  
*The Ontario Curriculum, Grades 1-8: Health and Physical Education, 2015 (revised)* p. 58  
*The Ontario Curriculum, Grades 1-8: The Arts, 2009 (revised)* p. 43  
*The Ontario Curriculum, Grades 1-8: Language 2006 (revised)* p. 24  
*The Ontario Curriculum, Grades 1-8: Mathematics 2005 (revised)* p. 26  
*The Ontario Curriculum, Grades 1-8: Science and Technology 2007* p. 30  
*The Ontario Curriculum, Grades 1-6: Social Studies 2013 (revised)* p. 37  
*The Ontario Curriculum, Grades 7 & 8: History and Geography (revised)* p. 37.

### **Teacher-Parent Communication:**

"*Fully Alive* was created to help parents teach their children to be fully human. It focuses on the ordinary experiences of daily life – family relationships, friendships, marriage, birth, death, joys and disappointments." It encourages families to reflect on and be guided by the wisdom drawn from Christian human experience.

"Parents are the primary educators of their children with respect to learning about values, appropriate behaviour, and ethnocultural, spiritual, and personal beliefs and traditions, and they are their children's first role models. It is therefore important for schools and parents to work together to ensure that home

and school provide a mutually supportive framework for young people’s education.” (*The Ontario Curriculum, Grades 1-8: Health and Physical Education, 2015 (revised)* p. 13.)

Parents and all adult role models can also provide valuable support for their children’s learning by being as physically active as they can be and by modelling healthy choices (to the extent possible) connected to eating, substance use, relationships, personal care, mental health, and injury prevention. Children and youth who have opportunities to be physically active with the family are more likely to continue to be active as adults. Families that select healthy foods and prepare healthy meals together help young people develop food literacy skills and reinforce healthy eating habits. In addition, eating meals together as a family has been shown to have an impact on reducing behaviours among adolescents that can lead to harm or injury. Moreover, by becoming involved in healthy, active living with their children, parents benefit as well. (*The Ontario Curriculum, Grades 1-8: Health and Physical Education, 2015* pp. 13-14.)

See also:

*The Ontario Curriculum, Grades 1-8: The Arts, 2009 (revised)* pp. 7-8

*The Ontario Curriculum, Grades 1-8: Language 2006 (revised)* p. 6-7

*The Ontario Curriculum, Grades 1-8: Mathematics 2005 (revised)* pp. 4-5

*The Ontario Curriculum, Grades 1-8: Science and Technology 2007* pp. 7-8

*The Ontario Curriculum, Grades 1-6: Social Studies 2013 (revised)* pp. 15-16

*The Ontario Curriculum, Grades 7 & 8: History and Geography 2013 (revised)* pp. 15-16.

“Parents play an important role in their children’s learning. They entrust their children to teachers, recognizing that there are many skills, experiences and areas of knowledge that they can neither teach nor provide in the home”. (*Fully Alive Gr.1*, p. 22.)

“As part of effective teaching practice, teachers communicate with parents about what their children are learning. This communication occurs through the sharing of outlines of learning, ongoing formal and informal conversations, curriculum events, and other means of regular communication, such as newsletters, website postings, and blogs. Communication enables parents to work in partnership with the school, promoting discussion, follow-up at home, and student learning in a family context. Stronger connections between the home and the school support student learning, achievement, and well-being.” (*The Ontario Curriculum, Grades 1-8: Health and Physical Education, 2015* p. 16.)

See also:

*The Ontario Curriculum, Grades 1-8: The Arts, 2009 (revised)* pp. 7-8

*The Ontario Curriculum, Grades 1-8: Language 2006 (revised)* pp. 6-7

*The Ontario Curriculum, Grades 1-8: Mathematics 2005 (revised)* pp. 4-5

*The Ontario Curriculum, Grades 1-8: Science and Technology 2007* pp. 7-8

*The Ontario Curriculum, Grades 1-6: Social Studies 2013 (revised)* pp. 15-16

*The Ontario Curriculum, Grades 7 & 8: History and Geography 2013 (revised)* pp. 15-16.

The *Fully Alive* Parent Letters are an excellent way to communicate the purpose of the program, to outline upcoming topics and activities and to suggest ways to enrich and deepen the topics at home. These letters are available either on the Assembly of Catholic Bishops of Ontario website (<http://acbo.on.ca/>) or the Institute for Catholic Education website (<http://iceont.ca>) along with descriptions of the topics in each theme, the key concepts in the topics, and suggestions for enriching and deepening the topics at home.



Since stories are a frequent feature of *Fully Alive* in the early grades, the full texts of these stories are also available, allowing parents and children to share and enjoy them together.” (*Fully Alive Gr.1*, p. 24.)

### **Organization of This Document:**

This document is divided into two columns.

The left column identifies the links to the expectations from the *Fully Alive* program.

The right column outlines the overall and specific expectations from *The Ontario Curriculum, Grades 1-8* from the Ministry of Education, by subject discipline. **In Ministry of Education curriculum policy documents, curriculum expectations are mandatory.** These statements describe the knowledge and skills that students should be able to demonstrate at the end of the grade or course.

The **examples, sample issues, teacher prompts, and student responses are optional** and provide some additional information that teachers may use at their discretion to meet the needs of students in their classes. It is frequently the case that examples, sample issues, teacher prompts appropriate for use by teachers in Catholic schools are infused by the lens of faith and consequently vary from examples found in Ministry curriculum documents. In this way teachers enable students to develop an understanding and appreciation of a Catholic worldview as they experience the curriculum, while addressing the knowledge and skills that students require.

In this document, the curriculum expectations have been reproduced directly from the Ministry of Education curriculum documents. They have not been changed or adapted. For some expectations, additional examples, teacher prompts and student responses have been added to provide guidance about how the curriculum expectations may be implemented within a Catholic context.

This document is accessible on the following websites:

**Institute for Catholic Education:** <http://www.iceont.ca>

**Catholic Association of Religious and Family Life Educators of Ontario:** <http://www.carfleo.org>

**Ontario Educational Resource Bank:** [www.edu.gov.on.ca/elearning/bank.html](http://www.edu.gov.on.ca/elearning/bank.html)





***Fully Alive* and  
Curriculum Connections**

**Grade 1**

*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><b>Theme 1: Topic 1</b>, <i>“Creation Is a Gift from God”</i>  <b>Theme 1: Topic 2</b>, <i>“We Are God’s Special Creation”</i>  <b>Theme 5: Topic 1</b>, <i>“The World Is an Amazing Place to Be”</i>  <b>Theme 5: Topic 2</b>, <i>“God’s World Is Our Home”</i></p>	<p><b>BL2.2</b> 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><b>Theme 2: Topic 1</b>, <i>“Meet My Family”</i>  <b>Theme 2: Topic 2</b>, <i>“Families Are for Love”</i>  <b>Theme 2: Topic 4</b>, <i>“Each Child Has a Place”</i>  <b>Theme 4: Topic 1</b>, <i>“We Depend on Our Families”</i></p>	<p><b>BL2.3</b> 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><b>Theme 2: Topic 1</b>, <i>“Meet My Family”</i>  <b>Theme 2: Topic 2</b>, <i>“Families Are for Love”</i>  <b>Theme 2: Topic 4</b>, <i>“Each Child Has a Place”</i></p>	<p><b>BL3.3</b> 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><b>Theme 3: Topic 5, “God’s Wonderful Creation”</b></p>	<p><b>CL1.3</b> 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><b>Theme 1: Topic 4, “Likes and Dislikes”</b>  <b>Theme 1: Topic 5, “Our Feelings”</b></p>	<p><b>CL3.3</b> 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><b>Theme 1: Topic 1, “Creation Is a Gift from God”</b>  <b>Theme 1: Topic 2, “We Are God’s Special Creation”</b>  <b>Theme 4: Topic 3, “Making Choices”</b></p>	<p><b>ML1.3</b> 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><b>Theme 4: Topic 3, “Making Choices”</b></p>	<p><b>ML2.1</b> 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><b>Theme 4: Topic 3, “Making Choices”</b></p>	<p><b>ML2.2</b> 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><b>Theme 4: Topic 3, “Making Choices”</b></p>	<p><b>ML2.3</b> 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><b>Theme 2: Topic 2, “Families Are for Love”</b>  <b>Theme 2: Topic 4, “Each Child Has a Place”</b>  <b>Theme 2: Topic 5, “Being Friends”</b>  <b>Theme 4: Topic 3, “Making Choices”</b>  <b>Theme 5: Topic 2, “God’s World Is Our Home”</b></p>	<p><b>ML3.3</b> 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><b>Theme 4: Topic 3, “Making Choices”</b></p>	<p><b>LC1.3</b> Compare the characteristics of a family with the characteristics of the Church (e.g., <i>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. (Note: <i>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><b>Theme 4: Topic 3, “Making Choices”</b></p>	<p><b>LC2.2</b> 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><b>Theme 4: Topic 3, “Making Choices”</b></p>	<p><b>LC2.3</b> 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><b>Theme 4: Topic 3, “Making Choices”</b></p>	<p><b>LS1.2</b> 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><b>Theme 4: Topic 3, “Making Choices”</b></p>	<p><b>LS2.3</b> 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><b>Theme 3: Topic 3, “Before You Were Born”</b></p>	<p><b>PR1.2</b> 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><b>Theme 1: Topic 1, “Creation Is a Gift from God”</b>  <b>Theme 1: Topic 2, “We Are God’s Special Creation”</b>  <b>Theme 3: Topic 3, “Before You Were Born”</b></p>	<p><b>PR2.2</b> 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><b>Theme 1: Topic 4,</b> <i>“Likes and Dislikes”</i>  <b>Theme 2: Topic 2,</b> <i>“Families Are for Love”</i></p>	<p><b>C1.2</b> 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><b>Theme 1: Topic 5,</b> <i>“Our Feelings”</i>  <b>Theme 2: Topic 5,</b> <i>“Being Friends”</i>  <b>Theme 3: Topic 3,</b> <i>“Before You Were Born”</i>  <b>Theme 4: Topic 3,</b> <i>“Making Choices”</i></p>	<p><b>C2.1</b> 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><b>Theme 3: Topic 3,</b> <i>“Before You Were Born”</i></p>	<p><b>C3.2</b> 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><b>Theme 3: Topic 3,</b> <i>“Before You Were Born”</i></p>	<p><b>C3.1</b> 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><b>Theme 3: Topic 3,</b> <i>“Before You Were Born”</i>  <b>Theme 4: Topic 3,</b> <i>“Making Choices”</i></p>	<p><b>C1.3</b> 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><b>Theme 1: Topic 1,</b> <i>“Creation Is a Gift from God”</i>  <b>Theme 1: Topic 4,</b> <i>“Likes and Dislikes”</i>  <b>Theme 1: Topic 5,</b> <i>“Our Feelings”</i></p>	<p><b>D1.2</b> 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><b>Theme 1: Topic 4, “Likes and Dislikes”</b>  <b>Theme 1: Topic 5, “Our Feelings”</b>  <b>Theme 2: Topic 4, “Each Child Has a Place”</b></p>	<p><b>D1.1</b> 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><b>Theme 2: Topic 4, “Each Child Has a Place”</b></p>	<p><b>D1.3</b> 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.

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## 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><b>*Theme 3: Topic 3, “Before You Were Born”</b>  <b>Theme 4: Topic 3, “Making Choices”</b></p>	<p><b>Healthy Eating</b>  <b>C1.1</b> 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><b>Theme 1: Topic 5, “Our Feelings”</b>  <b>Theme 2: Topic 2, “Families Are for Love”</b>  <b>Theme 2: Topic 3, “A New Baby in the Family”</b>  <b>Theme 2: Topic 5, “Being Friends”</b>  <b>Theme 4: Topic 1, “We Depend on Our Families”</b></p>	<p><b>Personal Safety and Injury Prevention</b>  <b>C2.3</b> 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><b>Theme 3: Topic 5, “God’s Wonderful Creation”</b></p>	<p><b>Human Development and Sexual Health</b>  <b>C1.3</b> identify body parts, including genitalia (<i>e.g., penis, testicles, vagina, vulva</i>), using correct terminology [PS]</p>
<p><b>Theme 1: Topic 1, “Creation Is a Gift from God”</b>  <b>*Theme 3: Topic 1, “A Special Love”</b>  <b>*Theme 3: Topic 4, “A Gift of Love”</b></p>	<p><b>C1.4</b> identify the five senses and describe how each functions (<i>e.g., <b>sight:</b> the eyes give the brain information about the world to help us see colours, shapes, and movement; <b>touch:</b> receptors in the skin tell us how things feel – if they are hot, cold, wet, dry, hard, soft; <b>hearing:</b> 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; <b>smell and taste:</b> 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><b>*Theme 3: Topic 3, “Before You Were Born”</b></p>	<p><b>C2.5</b> 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><b>*Theme 3: Topic 3, “Before You Were Born”</b>  <i>(*including the Health and Physical Education Supplemental Resource material)</i></p> <p><b>Theme 4: Topic 1, “We Depend on Our Families”</b></p> <p><b>Theme 4: Topic 3, “Making Choices”</b></p> <p><b>Theme 5: Topic 2, “God’s World Is Our Home”</b></p>	<p><b>1.1</b> 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><b>Theme 1: Topic 2, “We Are God’s Special Creation”</b></p> <p><b>Theme 3: Topic 3, “Before You Were Born”</b></p> <p><b>Theme 3: Topic 4, “A Gift of Love”</b></p>	<p><b>2.2</b> 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><b>Theme 1: Topic 1, “Creation Is a Gift from God”</b></p> <p><b>Theme 3: Topic 5, “God’s Wonderful Creation”</b></p> <p><b>Theme 5: Topic 1, “The World Is an Amazing Place to Be”</b></p>	<p><b>2.3</b> 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><b>*Theme 3: Topic 1, “A Special Love”</b>  <i>(*including the Health and Physical Education Supplemental Resource material)</i></p> <p><b>*Theme 3: Topic 4, “A Gift of Love”</b>  <i>(*including the Health and Physical Education Supplemental Resource material)</i></p>	<p><b>2.5</b> 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><b>Theme 1: Topic 1, “Creation Is a Gift from God”</b></p> <p><b>Theme 3: Topic 5, “God’s Wonderful Creation”</b></p> <p><b>Theme 5: Topic 1, “The World Is an Amazing Place to Be”</b></p>	<p><b>3.2</b> 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><b>Theme 3: Topic 3,</b> <i>“Before You Were Born”</i></p> <p><b>Theme 3: Topic 4,</b> <i>“A Gift of Love”</i></p> <p><b>Theme 3: Topic 5,</b> <i>“God’s Wonderful Creation”</i></p>	<p><b>3.3</b> identify the location and function of major parts of the human body, including sense organs (<i>e.g., 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><b>Theme 3: Topic 3,</b> <i>“Before You Were Born”</i></p> <p><b>Theme 3: Topic 4,</b> <i>“A Gift of Love”</i></p>	<p><b>3.4</b> 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><b>Theme 3: Topic 3,</b> <i>“Before You Were Born”</i></p> <p><b>Theme 3: Topic 4,</b> <i>“A Gift of Love”</i></p> <p><b>Theme 4: Topic 3,</b> <i>“Making Choices”</i></p> <p><b>Theme 5: Topic 2,</b> <i>“God’s World Is Our Home”</i></p>	<p><b>3.5</b> describe how showing care and respect for all living things helps to maintain a healthy environment (<i>e.g., 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><b>Theme 4: Topic 1,</b> <i>“We Depend on Our Families”</i></p> <p><b>Theme 4: Topic 3,</b> <i>“Making Choices”</i></p> <p><b>Theme 5: Topic 2,</b> <i>“God’s World Is Our Home”</i></p>	<p><b>1.1</b> 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><b>Theme 1: Topic 1,</b> <i>“Creation Is a Gift from God”</i></p> <p><b>*Theme 3: Topic 1,</b> <i>“A Special Love”</i> (<i>*including the Health and Physical Education Supplemental Resource material</i>)</p> <p><b>*Theme 3: Topic 4,</b> <i>“A Gift of Love”</i> (<i>*including the Health and Physical Education Supplemental Resource material</i>)</p> <p><b>Theme 5: Topic 1,</b> <i>“The World Is an Amazing Place to Be”</i></p>	<p><b>2.2</b> investigate characteristics of various objects and structures, using their senses</p>
<p><b>Theme 1: Topic 1,</b> <i>“Creation Is a Gift from God”</i></p> <p><b>Theme 5: Topic 1,</b> <i>“The World Is an Amazing Place to Be”</i></p>	<p><b>3.4</b> describe the function/purpose of the observable characteristics (<i>e.g., texture, height, shape, colour</i>) of various objects and structures, using information gathered through their senses (<i>e.g., 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><b>Theme 4: Topic 3, “Making Choices”</b>  <b>Theme 5: Topic 2, “God’s World Is Our Home”</b></p>	<p><b>1.1</b> 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><b>Theme 4: Topic 3, “Making Choices”</b>  <b>Theme 5: Topic 2, “God’s World Is Our Home”</b></p>	<p><b>3.5</b> 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><b>Theme 2: Topic 3, “A New Baby in the Family”</b>  <b>Theme 2: Topic 4, “Each Child Has a Place”</b>  <b>Theme 3: Topic 1, “A Special Love”</b>  <b>Theme 3: Topic 2, “A Wonderful Announcement”</b>  <b>Theme 4: Topic 1, “We Depend on Our Families”</b>  <b>Theme 5: Topic 3, “All Kinds of Work”</b></p>	<p><b>A1.1</b> 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><b>Theme 1: Topic 6, “We Are Growing and Changing”</b>  <b>Theme 2: Topic 3, “A New Baby in the Family”</b>  <b>Theme 2: Topic 4, “Each Child Has a Place”</b></p>	<p><b>A1.2</b> 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><b>Theme 2: Topic 3, “A New Baby in the Family”</b>  <b>Theme 3: Topic 1, “A Special Love”</b>  <b>Theme 3: Topic 2, “A Wonderful Announcement”</b></p>	<p><b>A1.3</b> 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><b>Theme 2: Topic 2,</b> <i>“Families Are for Love”</i>  <b>Theme 2: Topic 5,</b> <i>“Being Friends”</i>  <b>Theme 3: Topic 1,</b> <i>“A Special Love”</i>  <b>Theme 3: Topic 2,</b> <i>“A Wonderful Announcement”</i>  <b>Theme 4: Topic 1,</b> <i>“We Depend on Our Families”</i>  <b>Theme 4: Topic 3,</b> <i>“Making Choices”</i></p>	<p><b>A1.4</b> describe the impact that people can have on each other in some different situations (<i>e.g., 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</i>) and some of the ways in which interactions between people can affect a person’s sense of self</p>
<p><b>Theme 2: Topic 1,</b> <i>“Meet My Family”</i>  <b>Theme 2: Topic 2,</b> <i>“Families Are for Love”</i>  <b>Theme 2: Topic 4,</b> <i>“Each Child Has a Place”</i>  <b>Theme 2: Topic 5,</b> <i>“Being Friends”</i>  <b>Theme 5: Topic 2,</b> <i>“God’s World Is Our Home”</i></p>	<p><b>A3.1</b> describe some of their own roles, relationships, and responsibilities (<i>e.g., as a student, member of a family, friend, member of the community</i>)</p>
<p><b>Theme 2: Topic 1,</b> <i>“Meet My Family”</i>  <b>Theme 2: Topic 2,</b> <i>“Families Are for Love”</i>  <b>Theme 2: Topic 4,</b> <i>“Each Child Has a Place”</i>  <b>Theme 2: Topic 5,</b> <i>“Being Friends”</i>  <b>Theme 5: Topic 2,</b> <i>“God’s World Is Our Home”</i></p>	<p><b>A3.2</b> identify some of the significant people, places, and things in their life, including their life in the community (<i>e.g., 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</i>), and describe their purpose or the role they have</p>
<p><b>Theme 1: Topic 4,</b> <i>“Likes and Dislikes”</i>  <b>Theme 1: Topic 5,</b> <i>“Our Feelings”</i>  <b>Theme 2: Topic 2,</b> <i>“Families Are for Love”</i>  <b>Theme 2: Topic 5,</b> <i>“Being Friends”</i>  <b>Theme 4: Topic 3,</b> <i>“Making Choices”</i>  <b>Theme 5: Topic 2,</b> <i>“God’s World Is Our Home”</i></p>	<p><b>A3.4</b> identify some elements of respectful behaviour that they can practise in their everyday life (<i>e.g., sharing, cooperating, being courteous, not damaging the natural or built environment</i>) and/or that other people practise (<i>e.g., some people bow to each other as a sign of respect; when meeting an Elder, one offers tobacco, a sacred medicine, for symbolic purposes</i>)</p>
<p><b>Theme 1: Topic 1,</b> <i>“Creation Is a Gift from God”</i>  <b>Theme 1: Topic 2,</b> <i>“We Are God’s Special Creation”</i>  <b>Theme 2: Topic 2,</b> <i>“Families Are for Love”</i>  <b>Theme 2: Topic 5,</b> <i>“Being Friends”</i>  <b>Theme 3: Topic 5,</b> <i>“God’s Wonderful Creation”</i>  <b>Theme 4: Topic 3,</b> <i>“Making Choices”</i>  <b>Theme 5: Topic 1,</b> <i>“The World Is an Amazing Place to Be”</i>  <b>Theme 5: Topic 2,</b> <i>“God’s World Is Our Home”</i></p>	<p><b>A3.5</b> demonstrate an understanding that it is important to treat other people and the environment with respect</p>

**SOCIAL STUDIES**  
**People and Environments**

<p><b>Theme 5: Topic 1,</b> <i>“The World Is an Amazing Place to Be”</i>  <b>Theme 5: Topic 3,</b> <i>“All Kinds of Work”</i></p>	<p><b>B1.1</b> 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><b>Theme 5: Topic 3,</b> <i>“All Kinds of Work”</i></p>	<p><b>B1.2</b> 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><b>Theme 4: Topic 3,</b> <i>“Making Choices”</i>  <b>Theme 5: Topic 2,</b> <i>“God’s World Is Our Home”</i></p>	<p><b>B1.3</b> 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>





*Fully Alive* and  
**Curriculum Connections**

**Grade 2**

*Fully Alive* offers opportunities to address expectations in other curricular areas. The following chart shows where these correlations can be found in Grade 2.

## RELIGIOUS EDUCATION

### Believing

<p><b>Theme 1: Topic 4,</b> <i>“Sharing Our Gifts”</i>  <b>Theme 3: Topic 4,</b> <i>“The Baby Arrives”</i>  <b>Theme 3: Topic 5,</b> <i>“The Gift of Bodies”</i>  <b>Theme 5: Topic 2,</b> <i>“Gifts of the Earth”</i>  <b>Theme 5: Topic 3,</b> <i>“We Work with God’s Gifts”</i></p>	<p><b>BL 2.1</b> Demonstrate an understanding of the basic characteristics of our Christian faith (belief in the One God also means belief in the Trinity – Father, Son and Holy Spirit; faith is trust in the truth and goodness of God; God’s plan for us is a gift from God freely given and freely received; faith and reason work together to enlighten our understanding of God; listening to God’s Word nourishes faith). [CCC nos. 151–165]</p>
<p><b>Theme 1: Topic 1,</b> <i>“Each One is Special”</i>  <b>Theme 5: Topic 1,</b> <i>“The World Is a Good Place To Be”</i>  <b>Theme 5: Topic 2,</b> <i>“Gifts of the Earth”</i></p>	<p><b>BL 2.3</b> Examine a selection of Scripture passages from the Old and New Testaments to find references to God as Father/Creator (Gen. 1–2; Luke 2:41–52; Matt. 5:48; John 1:3; John 3:16; John 14:23; Luke 10:21–22; John 14:9–11; Matthew 23:9), Jesus as the Son of God (John 20:28; Mark 1:9–11; Matt. 1:23, 17:1–8; Lk. 1:26–38), and the Holy Spirit as God’s gift for the glorification and sanctification of the Church (Matthew 1:20; Matthew 28:19; John 14:25–26). [CCC nos. 185–278]</p>
<p><b>Theme 2: Topic 1,</b> <i>“My Special Family”</i>  <b>Theme 2: Topic 2,</b> <i>“Signs of Love in the Family”</i></p>	<p><b>BL3.3</b> Compare how common shared experiences help to shape families and communities (i.e., celebrations of joy and sadness – birth and death; playing and learning together, sharing our thoughts and feelings) to how the shared celebration of Mass forms the Christian community (i.e., listening to God’s Word, singing and praying together, and receiving communion). [CCC nos. 1322–1332; 1345–1355; 1391–1401]</p>

## RELIGIOUS EDUCATION

### Celebrating

<p><b>Theme 1: Topic 1,</b> <i>“Each One is Special”</i>  <b>Theme 1: Topic 4,</b> <i>“Sharing Our Gifts”</i>  <b>Theme 2: Topic 4,</b> <i>“We Fight and Forgive”</i>  <b>Theme 4: Topic 1,</b> <i>“Some People We Depend On”</i>  <b>Theme 5: Topic 1,</b> <i>“The World Is a Good Place To Be”</i>  <b>Theme 5: Topic 2,</b> <i>“Gifts of the Earth”</i>  <b>Theme 5: Topic 3,</b> <i>“We Work with God’s Gifts”</i></p>	<p><b>CL1.3</b> Identify ways we encounter the presence of God (<i>i.e., in the created world, in other human beings and in Jesus Christ</i>) and explain what these encounters teach us about how we experience and share in God’s love (<i>i.e., healing, forgiveness, strength</i>).</p>
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## RELIGIOUS EDUCATION

### Living a Moral Life

<b>Theme 1: Topic 2, “We Are Growing”</b>	<b>ML 3.3</b> Describe ways in which children can grow through human assistance in their lives (e.g., try new things, overcome obstacles, etc.) and then relate this to the “free and undeserved help” that God gives us to respond to his call to become children of God (i.e., grace). [CCC nos. 1996–2005]
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## RELIGIOUS EDUCATION

### Living in Communion

<b>Theme 2: Topic 1, “My Special Family”</b> <b>Theme 2: Topic 2, “Signs of Love in the Family”</b> <b>Theme 2: Topic 4, “We Fight and Forgive”</b> <b>Theme 2: Topic 5, “Being Friends”</b> <b>Theme 2: Topic 6, “Co-operation Among Friends”</b> <b>Theme 4: Topic 1, “Some People We Depend On”</b> <b>Theme 4: Topic 2, “Keeping Our Word”</b>	<b>LC1.3</b> Identify actions and roles that unite us as families, those which build up relationships and those which sometimes diminish these relationships in our families and circle of friends and relate these to the actions and roles that unite us as Church.
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## RELIGIOUS EDUCATION

### Living in Solidarity

<b>Theme 1: Topic 3, “Feelings”</b> <b>Theme 2: Topic 4, “We Fight and Forgive”</b> <b>Theme 2: Topic 6, “Co-operation Among Friends”</b> <b>Theme 3: Topic 5, “The Gift of Bodies”</b> <b>Theme 4: Topic 1, “Some People We Depend On”</b> <b>Theme 4: Topic 2, “Keeping Our Word”</b> <b>Theme 4: Topic 3, “Making Decisions”</b>	<b>LS2.3</b> Identify ways we can express to God that we respect the gift of our “human dignity” and show respect toward others (i.e., family and school communities) through our prayers and actions. [CCC nos. 356–384; 1928–1933; 1391–1401]
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## RELIGIOUS EDUCATION

### Praying

<p><b>Theme 2: Topic 1,</b> <i>“My Special Family”</i> <b>Theme 2: Topic 4,</b> <i>“We Fight and Forgive”</i> <b>Theme 3: Topic 5,</b> <i>“The Gift of Bodies”</i></p>	<p><b>PR2.2</b> Identify that our prayer as Christians should include the needs of other people, the Church, social/environmental issues in our world and how we offer spontaneous prayers of petition for them in our individual and communal prayers. [CCC nos. 2629–2636]</p>
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## THE ARTS

### Dance

<p><b>Theme 5: Topic 1,</b> <i>“The World Is a Good Place To Be”</i></p>	<p><b>A1.2</b> use dance as a language to express feelings and ideas suggested by songs, stories, and poems, with a focus on the element of body, particularly body shapes (<i>e.g., use the entire body [crouch, slump] and body parts [folded arms, bowed head] to express an idea such as deep thought</i>)</p>
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## THE ARTS

### Drama

<p><b>Theme 4: Topic 2,</b> <i>“Keeping Our Word”</i> <b>Theme 4: Topic 3,</b> <i>“Making Decisions”</i></p>	<p><b>B1.1</b> engage in dramatic play and role play, with a focus on exploring main ideas and central characters in stories from diverse communities, times, and places (<i>e.g., retell and enact a story from different points of view; stop at a dramatic point in a story and adopt roles of the characters in the story; enact a scene between characters in a fairy-tale kingdom, animals in the tundra, or neighbours in a back alley</i>)</p>
<p><b>Theme 1: Topic 3,</b> <i>“Feelings”</i> <b>Theme 4: Topic 2,</b> <i>“Keeping Our Word”</i> <b>Theme 4: Topic 3,</b> <i>“Making Decisions”</i></p>	<p><b>B1.2</b> demonstrate an understanding of the element of role by communicating thoughts, feelings, and perspectives appropriate to the role being played (<i>e.g., devise and share a group mime showing how characters respond to the tension in a situation of conflict, departure, or anticipation; use voice expressively to convey an interpretation of a character’s attitude</i>)</p>

<p><b>Theme 4: Topic 2, “Keeping Our Word”</b>  <b>Theme 4: Topic 3, “Making Decisions”</b></p>	<p><b>B1.3</b> plan and shape the direction of a dramatic play or role play, building on their own and others’ ideas both in and out of role, with support (e.g., In role: <i>respond to a scientist [roleplayed by the teacher] who says the class must give up their pet dinosaur because it poses a safety hazard</i>; Out of role: <i>use conventions such as discussion and/or guided imagery to establish the setting, context, and characters for a drama activity</i>)</p>
<p><b>Theme 1: Topic 3, “Feelings”</b></p>	<p><b>B1.4</b> communicate feelings and ideas to a familiar audience (e.g., <i>classmates</i>), using several simple visual or technological aids to support and enhance their drama work (e.g., <i>act out a familiar story using props instead of words; dim lights to create a spooky mood; use simple objects or props such as fur or feathers to indicate animal or bird characters in an Aboriginal story</i>)</p>

## THE ARTS

### Music

<p><b>Theme 1: Topic 1, “Each One is Special”</b>  <b>Theme 1: Topic 4, “Sharing Our Gifts”</b>  <b>Theme 2: Topic 5, “Being Friends”</b>  <b>Theme 3: Topic 5, “The Gift of Bodies”</b>  <b>Theme 5: Topic 1, “The World Is a Good Place To Be”</b>  <b>Theme 5: Topic 2, “Gifts of the Earth”</b></p>	<p><b>C1.1</b> sing unison songs in tune and/or play simple melodies and accompaniments for music from a wide variety of cultures, styles, and historical periods (e.g., <i>perform a simple three-note melodic ostinato to support a melody</i>)</p>
<p><b>Theme 2: Topic 5, “Being Friends”</b></p>	<p><b>C1.3</b> create simple compositions for a specific purpose and a familiar audience (e.g., <i>create accompaniments for songs, stories, or poems; create a simple song using the notes “mi”, “so”, and “la”, or the notes of a pentatonic scale</i>)</p>

## THE ARTS

### Visual Arts

<p><b>Theme 1: Topic 4, “Sharing Our Gifts”</b>  <b>Theme 4: Topic 1, “Some People We Depend On”</b></p>	<p><b>D1.1</b> create two- and three-dimensional works of art that express feelings and ideas inspired by activities in their community or observations of nature (e.g., a streetscape collage with children playing, made with paint, pastel, and various kinds of paper [newspaper, magazines]; small glue-line prints in which a variety of curvy and pointy lines show illusory texture or represent a pattern they have seen on insects in the schoolyard or garden)</p>
<p><b>Theme 1: Topic 2, “We Are Growing”</b>  <b>Theme 1: Topic 3, “Feelings”</b>  <b>Theme 2: Topic 5, “Being Friends”</b>  <b>Theme 4: Topic 1, “Some People We Depend On”</b></p>	<p><b>D1.2</b> demonstrate an understanding of composition, using principles of design to create narrative art works or art works on a theme or topic (e.g., use repetition of colour throughout an image that communicates a story; create a painting or series of stamp prints, showing depth, perspective, and contrast of pattern by overlapping fish and vegetation of different sizes and shapes)</p>
<p><b>Theme 5: Topic 2, “Gifts of the Earth”</b></p>	<p><b>D1.4</b> use a variety of materials, tools, and techniques to respond to design challenges (e.g.,</p> <ul style="list-style-type: none"> <li>• drawing: use a variety of lines and shapes, drawn with pencil and marker, to show movement in a flip-book about weather</li> <li>• mixed media: use wax crayons, oil pastels, paint resist, and materials of various textures [e.g., yarn, found objects] to depict a tree or plant above ground, and use the technique of elaboration to depict what is hidden below ground</li> <li>• painting: create a watercolour or tempera painting of animals, using colour in a non-representational and expressive way</li> <li>• printmaking: paint stencil prints in warm and cool colours, creating a simplified pattern inspired by a favourite fruit</li> <li>• sculpture: use modelling clay to create organic forms that are inspired by nature, such as shells, seed pods, and water-worn stones, and that show some kind of metamorphosis or transformation into another form or figure)</li> </ul>
<p><b>Theme 1: Topic 4, “Sharing Our Gifts”</b></p>	<p><b>D2.3</b> demonstrate an awareness of signs and symbols encountered in their daily lives and in works of art (e.g., symbols and shapes related to school, travel, and the arts; sports or institutional logos; symbols from art works or heritage crafts of family or community significance)</p>

<p><b>Theme 4: Topic 1,</b> “Some People We Depend On”  <b>Theme 4: Topic 3,</b> “Making Decisions”</p>	<p><b>D3.1</b> identify and describe a variety of visual art forms they see in their home, at school, in their community, and in visual arts experiences (<i>e.g., design of everyday items; picture books; artists-in-education; community art works, such as public sculpture, architecture, and murals; Aboriginal designs in dancing regalia; art works in student art exhibitions and community art festivals</i>)</p>
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## 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.

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## 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><b>Theme 3: Topic 5, “The Gift of Bodies”</b>  <b>Theme 5: Topic 2, “Gifts of the Earth”</b></p>	<p><b>Healthy Eating</b>  <b>C2.1</b> use Canada’s Food Guide to assess the nutritional value of meals (<i>e.g., in terms of food groups and number and size of servings</i>), and identify food and beverage choices that enhance healthy growth and development</p>
<p><b>Theme 3: Topic 5, “The Gift of Bodies”</b>  <b>Theme 4: Topic 3, “Making Decisions”</b></p>	<p><b>C2.2</b> demonstrate an understanding of how to make healthy food choices for meals and snacks, considering the factors they can and cannot control (<i>e.g., the food that’s available in the home; the food that’s available when eating out; energy needed at different times of day; allergies; food guidelines associated with medical conditions such as diabetes or celiac disease; food safety related to food preparation, storage, handling, and cleanliness</i>) [CT]</p>



<p><b>Theme 3: Topic 5, “The Gift of Bodies”</b></p>	<p><b>Personal Safety and Injury Prevention</b>  <b>C2.3</b> explain the importance of standing up for themselves, and demonstrate the ability to apply behaviours that enhance their personal safety in threatening situations (<i>e.g., speaking confidently; stating boundaries; saying no; respecting the right of a person to say no and encouraging others to respect that right also; reporting exploitive behaviours, such as improper touching of their bodies or others’ bodies</i>) [PS, IS]</p>
<p><b>Theme 1: Topic 3, “Feelings”</b>  <b>Theme 2: Topic 4, “We Fight and Forgive”</b>  <b>Theme 2: Topic 5, “Being Friends”</b>  <b>Theme 2: Topic 6, “Co-operation Among Friends”</b>  <b>Theme 4: Topic 2, “Keeping Our Word”</b></p>	<p><b>C3.1</b> describe how to relate positively to others (<i>e.g., cooperate, show respect, smile, manage anger, pay attention to what people say and to their facial expressions and body language</i>), and describe behaviours that can be harmful in relating to others (<i>e.g., verbal abuse, including both online and face-to-face name calling, insults, and mocking; deliberately ignoring someone, or ignoring the feelings they express; physical violence, including pushing, kicking, and hitting</i>) [IS]</p>
<p><b>Theme 1: Topic 2, “We Are Growing”</b>  <b>*Theme 3: Topic 2, “How Life Begins”</b>  <b>Theme 3: Topic 3, “A Special Home”</b>  <b>*Theme 3: Topic 5, “The Gift of Bodies”</b></p>	<p><b>Human Development and Sexual Health</b>  <b>C1.4</b> outline the basic stages of human development (<i>e.g., infant, child, adolescent, adult, older adult</i>) and related bodily changes, and identify factors that are important for healthy growth and living throughout life [PS]</p>
<p><b>*Theme 3: Topic 2, “How Life Begins”</b></p>	<p><b>C2.4</b> demonstrate an understanding of and apply practices that contribute to the maintenance of good oral health (<i>e.g., brushing, flossing, going to the dentist regularly for a checkup</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 retelling the story or restating the information, including the main idea and several interesting details
- communicate ideas, opinions, and information orally in a clear, coherent manner using simple but appropriate organizational patterns
- choose a variety of appropriate words and phrases to communicate their meaning accurately and engage the interest of their audience

The expectations for Reading include:

- demonstrate understanding of a text by retelling the story or restating information from the text, with the inclusion of a few interesting details
- express personal thoughts and feelings about what has been read
- read appropriate texts at a sufficient rate and with sufficient expression to convey the sense of the text to the reader and to an audience

The expectations for Writing include:

- gather information to support ideas for writing in a variety of ways and/or from a variety of sources
- write short texts using several simple forms
- use familiar words and phrases to communicate relevant details

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

## Writing

**Theme 1: Topic 3, “Feelings”**

**Theme 2: Topic 5, “Being Friends”**

**Theme 4: Topic 2, “Keeping Our Word”**

**Theme 4: Topic 3, “Making Decisions”**

**1.1** identify the topic, purpose, and audience for media texts they plan to create (*e.g., a fairy tale to entertain another class; the procedure for fire drills to inform the class; a poster to promote a favourite book or movie*)

**LANGUAGE**  
**Media Literacy**

<p><b>Theme 1: Topic 3,</b> <i>“Feelings”</i>  <b>Theme 2: Topic 5,</b> <i>“Being Friends”</i>  <b>Theme 4: Topic 1,</b> <i>“Some People We Depend On”</i>  <b>Theme 4: Topic 2,</b> <i>“Keeping Our Word”</i>  <b>Theme 4: Topic 3,</b> <i>“Making Decisions”</i></p>	<p><b>3.4</b> produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques (e.g., <i>an advertisement for a healthy snack food; a board game based on the plot and characters of a favourite book or television show; a sequence of pictures and/or photographs telling the story of a class event or celebration; a story illustrated with diagrams and digital images; a weather report with illustrations and captions; a selection of background music and sound effects to accompany a picture book that will be read aloud to the class; a role play of an interview between a reporter and a fictional character in a movie</i>)</p>
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**MATHEMATICS**  
**Data Management and Probability**

<p><b>Theme 1: Topic 1,</b> <i>“Each One is Special”</i></p>	<ul style="list-style-type: none"> <li>gather data to answer a question, using a simple survey with a limited number of responses (e.g., What is your favourite season? How many letters are in your first name?)</li> </ul>
<p><b>Theme 1: Topic 1,</b> <i>“Each One is Special”</i></p>	<ul style="list-style-type: none"> <li>collect and organize primary data (e.g., data collected by the class) that is categorical or discrete (i.e., that can be counted, such as the number of students absent), and display the data using one-to-one correspondence in concrete graphs, pictographs, line plots, simple bar graphs, and other graphic organizers (e.g., tally charts, diagrams), with appropriate titles and labels and with labels ordered appropriately along horizontal axes as needed.</li> </ul>
<p><b>Theme 1: Topic 1,</b> <i>“Each One is Special”</i></p>	<ul style="list-style-type: none"> <li>read primary data presented in concrete graphs, pictographs, line plots, simple bar graphs, and other graphic organizers (e.g., tally charts, diagrams), and describe the data using mathematical language (e.g., “Our bar graph shows that 4 or more students walk to school than take the bus.”)</li> </ul>
<p><b>Theme 1: Topic 1,</b> <i>“Each One is Special”</i></p>	<ul style="list-style-type: none"> <li>pose and answer questions about class-generated data in concrete graphs, pictographs, line plots, simple bar graphs, and tally charts (e.g., Which is the least favourite season?)</li> </ul>

<b>Theme 1: Topic 1, “Each One is Special”</b>	<ul style="list-style-type: none"> <li>distinguish between numbers that represent data values (e.g., “I have 4 people in my family.”) and numbers that represent the frequency of an event (e.g., “There are 10 children in my class who have 4 people in their family.”)</li> </ul>
<b>Theme 1: Topic 1, “Each One is Special”</b>	<ul style="list-style-type: none"> <li>demonstrate an understanding of data displayed in a graph (e.g., by telling a story, by drawing a picture), by comparing different parts of the data and by making statements about the data as a whole (e.g., “I looked at the graph that shows how many students were absent each month. More students were away in January than in September.”)</li> </ul>

## MATHEMATICS

### Measurement

<b>Theme 1: Topic 2, “We Are Growing”</b> <b>Theme 5: Topic 3, “We Work with God’s Gifts”</b>	<ul style="list-style-type: none"> <li>choose benchmarks — in this case, personal referents — for a centimetre and a metre (e.g., “My little finger is about as wide as one centimetre. A really big step is about one metre.”) to help them perform measurement tasks</li> </ul>
<b>Theme 1: Topic 2, “We Are Growing”</b> <b>Theme 5: Topic 3, “We Work with God’s Gifts”</b>	<ul style="list-style-type: none"> <li>estimate and measure length, height, and distance, using standard units (i.e., centimetre, metre) and non-standard units</li> </ul>
<b>Theme 1: Topic 2, “We Are Growing”</b> <b>Theme 5: Topic 3, “We Work with God’s Gifts”</b>	<ul style="list-style-type: none"> <li>record and represent measurements of length, height, and distance in a variety of ways (e.g., written, pictorial, concrete) (Sample problem: Investigate how the steepness of a ramp affects the distance an object travels. Use cash-register tape for recording distances.)</li> </ul>

## SCIENCE AND TECHNOLOGY

### Understanding Life Systems

<b>Theme 5: Topic 2, “Gifts of the Earth”</b> <b>Theme 5: Topic 3, “We Work with God’s Gifts”</b>	<b>1.1</b> identify positive and negative impacts that animals have on humans (society) and the environment, form an opinion about one of them, and suggest ways in which the impact can be minimized or enhanced
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<p><b>Theme 5: Topic 3, “We Work with God’s Gifts”</b></p>	<p><b>1.2</b> identify positive and negative impacts that different kinds of human activity have on animals and where they live (<i>e.g., actions of animal lovers and groups that protect animals and their rights, the home owner who wants a nice lawn, people who visit zoos and wildlife parks, pet owners</i>), form an opinion about one of them, and suggest ways in which the impact can be minimized or enhanced</p>
<p><b>Theme 5: Topic 2, “Gifts of the Earth”</b> <b>Theme 5: Topic 3, “We Work with God’s Gifts”</b></p>	<p><b>3.3</b> identify ways in which animals are helpful to, and ways in which they meet the needs of, living things, including humans, to explain why humans should protect animals and the places where they live (<i>e.g., bats control mosquito populations; birds and wildlife provide pleasurable viewing experiences; the buffalo provided some Aboriginal people with everything they needed to survive: food, shelter, clothing, tools, ornamentation, and weapons; horses can be used for labour; cats and dogs provide companionship for humans; animals, including humans, disperse plant seeds</i>)</p>

**SCIENCE AND TECHNOLOGY**  
**Understanding Earth and Space Systems**

<p><b>Theme 5: Topic 2, “Gifts of the Earth”</b></p>	<p><b>1.1</b> assess the impact of human activities on air and water in the environment, taking different points of view into consideration (<i>e.g., the point of view of parents, children, other community members</i>), and plan a course of action to help keep the air and water in the local community clean</p>
<p><b>Theme 5: Topic 2, “Gifts of the Earth”</b></p>	<p><b>3.3</b> describe ways in which living things, including humans, depend on air and water (<i>e.g., most animals, including humans breathe air to stay alive; wind generates energy, disperses seeds; all living things need to drink or absorb water to stay alive; water is used for washing and bathing, transportation, energy generation</i>)</p>
<p><b>Theme 5: Topic 2, “Gifts of the Earth”</b></p>	<p><b>3.4</b> identify sources of water in the natural and built environment (<i>e.g., natural: oceans, lakes, ponds, streams, springs, water tables; human-made: wells, sewers, water supply systems, reservoirs, water towers</i>)</p>

**SOCIAL STUDIES**  
**Heritage and Identity**

<p><b>Theme 2: Topic 1, “My Special Family”</b></p>	<p><b>A1.1</b> compare ways in which some traditions have been celebrated over multiple generations in their family, and identify some of the main reasons for changes in these traditions (<i>e.g., immigration to Canada, family members marrying someone from a different culture, changes in technology</i>)</p>
<p><b>Theme 2: Topic 1, “My Special Family”</b></p>	<p><b>A1.2</b> compare their family’s structure and some of their traditions and celebrations with those of their peers’ families (<i>e.g., traditions/celebrations related to rites of passage, holidays, foods</i>)</p>
<p><b>Theme 2: Topic 1, “My Special Family”</b></p>	<p><b>A2.1</b> formulate questions to guide investigations into some of the past and present traditions and celebrations in their own family and the communities to which they belong (<i>e.g., simple questions related to past and present practices associated with Christmas, Yom Kippur, Eid ul-Fitr, Diwali, or Kwanzaa</i>)</p>

**SOCIAL STUDIES**  
**People and Environments**

<p><b>Theme 5: Topic 2, “Gifts of the Earth”</b></p>	<p><b>B1.3</b> demonstrate an understanding of the importance of sustainability in people’s interrelationship with their natural environment and of some of the consequences of sustainable and/or non-sustainable actions (<i>e.g., if people in dry regions do not use their water carefully, they may run out; if people do not use sustainable farming techniques, they may exhaust the fertility of the soil; responsible use of resources helps ensure that they will be available for future generations</i>)</p>
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*Fully Alive* and  
**Curriculum Connections**

**Grade 3**

*Fully Alive* offers opportunities to address expectations in other curricular areas. The following chart shows where these correlations can be found in Grade 3.

## RELIGIOUS EDUCATION

### Believing

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

### Celebrating

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



## RELIGIOUS EDUCATION

### Living a Moral Life

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

**RELIGIOUS EDUCATION**  
**Living in Communion**

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

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

## RELIGIOUS EDUCATION

### Praying

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

### Drama

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

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

## THE ARTS

### Music

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

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

## THE ARTS

### Visual Arts

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

## 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.

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## HEALTH AND PHYSICAL EDUCATION

### Healthy Living

**NOTE:** ALL expectations of the Human Development and Sexual Health topic of the Healthy Living strand are met through the *Fully Alive* program. As such, specific expectations for this topic have been coded in the chart below. Opportunities to address expectations in the remaining topics of the Healthy Living strand have also been noted below.

<p><b>Theme 4: Topic 2,</b> <i>“Learning About Decisions”</i>  <b>Theme 4: Topic 3,</b> <i>“We Get Help With Our Decisions”</i></p>	<p><b>Substance Use, Addictions, and Related Behaviours</b></p> <p><b>C2.3</b> apply decision-making strategies to make healthy choices about behaviours and the use of various substances in ways that could lead to dependencies, identifying factors that should be considered (<i>e.g., short-term use of medications can be helpful for an illness, but misuse of some medications could lead to dependency or harm; moderated television watching or computer use can provide healthy entertainment or new learning or be necessary to complete school work, but too much screen time can reinforce sedentary habits and inactivity, which can lead to social isolation and increased vulnerability to physical ailments; cultural teachings can provide guidance when considering the impact of using substances</i>) [CT]</p>
<p><b>Theme 1: Topic 1,</b> <i>“God Knows My Name”</i>  <b>Theme 1: Topic 2,</b> <i>“Different and Alike”</i>  <b>Theme 1: Topic 3,</b> <i>“All Kinds of Feelings”</i>  <b>Theme 2: Topic 2,</b> <i>“Family Love is Open”</i>  <b>Theme 2: Topic 5,</b> <i>“What is a Friend?”</i>  <b>Theme 2: Topic 6,</b> <i>“Being Part of the Group”</i></p>	<p><b>Human Development and Sexual Health</b></p> <p><b>C1.3</b> identify the characteristics of healthy relationships (<i>e.g., accepting differences, being inclusive, communicating openly, listening, showing mutual respect and caring, being honest</i>) and describe ways of overcoming challenges (<i>e.g., bullying, exclusion, peer pressure, abuse</i>) in a relationship [IS]</p>
<p><b>Theme 2: Topic 5,</b> <i>“What is a Friend?”</i>  <b>Theme 3: Topic 3,</b> <i>“Our First Home”</i>  <b>Theme 3: Topic 5,</b> <i>“We Grow and Change”</i></p>	<p><b>C1.4</b> identify factors (<i>e.g., sleep, food, physical activity, heredity, environment, support from a caring adult, sense of belonging, peer influence</i>) that affect physical development (<i>e.g., of hair, skin, teeth, body size and shape</i>) and/or emotional development (<i>e.g., of self-awareness, adaptive skills, social skills</i>) [PS]</p>
<p><b>Theme 1: Topic 1,</b> <i>“God Knows My Name”</i>  <b>Theme 1: Topic 2,</b> <i>“Different and Alike”</i>  <b>Theme 5: Topic 1,</b> <i>“The World is Full of Wonderful People”</i></p>	<p><b>C3.3</b> describe how visible differences (<i>e.g., skin, hair, and eye colour, facial features, body size and shape, physical aids or different physical abilities, clothing, possessions</i>) and invisible differences (<i>e.g., learning abilities, skills and talents, personal or cultural values and beliefs, gender identity, sexual orientation, family background, personal preferences, allergies and sensitivities</i>) make each person unique, and identify ways of showing respect for differences in others [PS,IS]</p>

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



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## LANGUAGE

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

The expectations in Oral Communication include:

- demonstrate an understanding of the information and ideas in a variety of oral texts by identifying important information or ideas and some supporting details
- communicate orally in a clear, coherent manner presenting ideas, opinions, and information orally in a logical sequence
- choose a variety of appropriate words and phrases, including descriptive words and some technical vocabulary and a few elements of style, to communicate their meaning accurately and engage the interest of their audience

The expectations for Reading include:

- demonstrate understanding of a variety of texts using stated and implied ideas from the texts as evidence
- express personal opinions about ideas presented in texts
- read appropriate texts at a sufficient rate and with sufficient expression to convey the sense of the text readily to the reader and an audience

The expectations for Writing include:

- gather information to support ideas for writing in a variety of ways and/or from a variety of sources
- write short texts using a variety of forms
- use words and phrases that will help convey their meaning as specifically as possible

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

## Writing

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

### Media Literacy

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

## MATHEMATICS

### Data Management and Probability

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

## MATHEMATICS

### Measurement

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

## SCIENCE AND TECHNOLOGY

### Understanding Life Systems

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

## SCIENCE AND TECHNOLOGY

### Understanding Structures and Mechanisms

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

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

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

**SOCIAL STUDIES**  
**Heritage and Identity**

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

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

## SOCIAL STUDIES

### People and Environments

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

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







*Fully Alive* and  
**Curriculum Connections**

**Grade 4**

*Fully Alive* offers opportunities to address expectations in other curricular areas. The following chart shows where these correlations can be found in Grade 4.

## RELIGIOUS EDUCATION

### Celebrating

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

### Living in Solidarity

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

## RELIGIOUS EDUCATION

### Praying

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

### Drama

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

## THE ARTS

### Music

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

## THE ARTS

### Visual Arts

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

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

## HEALTH AND PHYSICAL EDUCATION

### Living Skills

The Living Skills expectations identify learning that helps students develop a positive sense of self, develop and maintain healthy relationships, and use critical and creative thinking processes as they set goals, make decisions, and solve problems. Living Skills must be explicitly taught and evaluated in the context of learning in all strands of the curriculum, in order to make the learning personally relevant for students. In *Fully Alive*, these skills are central in many, if not most, of the topics. For this reason, a complete correlation between the Living Skills of the Ontario Health and Physical Education Curriculum (2015) and *Fully Alive* is not included in this chart. It would simply be too long. Below, you can see the key concepts associated with the Living Skills, according to the three areas of learning:

#### Personal Skills [PS]

- Self-awareness and self-monitoring skills
- Adaptive, management, and coping skills

#### Interpersonal Skills [IS]

- Communication skills
- Relationship and social skills

### Critical and Creative Thinking [CT]

- Planning
- Processing
- Drawing conclusions/presenting results
- Reflecting/evaluating

The *Fully Alive* program similarly helps students develop an understanding of the self, the way they are called to live in relationship, and the skills required to respond to life's challenges. Teachers may use the *Fully Alive* program to explicitly teach the Living Skills in order that they might be evaluated in conjunction with learning across all strands of the Health and Physical Education Curriculum. The specific knowledge and skills of *Fully Alive* can meet the expectations from the Living Skills of the Health and Physical Education Curriculum while at the same time allowing for an understanding of the Living Skills grounded in the Christian vision of what it means to lead a fully human life.

For further information regarding the way in which Family Life Education correlates with Health and Physical Education, see *Ontario Catholic Elementary Curriculum Policy Document, Grades 1–8: Family Life Education (2012)*, pp. 33–34.

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

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

## LANGUAGE

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

The expectations in Oral Communication include:

- demonstrate an understanding of the information and ideas in a variety of oral texts by summarizing important ideas and citing supporting details

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

The expectations for Reading include:

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

The expectations for Writing include:

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

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

## Media Literacy

<p><b>Theme 1: Topic 2,</b> <i>“Alike and Different”</i>  <b>Theme 1: Topic 3,</b> <i>“Growing Up”</i>  <b>Theme 1: Topic 4,</b> <i>“We Do Not Grow Alone”</i>  <b>Theme 1: Topic 5,</b> <i>“Connected to Each Other”</i>  <b>Theme 2: Topic 1,</b> <i>“Families Spend Time Together”</i>  <b>Theme 2: Topic 2,</b> <i>“Families Show Love”</i>  <b>Theme 3: Topic 5,</b> <i>“The Baby Arrives”</i>  <b>Theme 4: Topic 3,</b> <i>“Keeping Commitments”</i>  <b>Theme 5: Topic 2,</b> <i>“Caring for the World”</i></p>	<p><b>3.1</b> describe in detail the topic, purpose, and audience for media texts they plan to create (e.g., <i>an album of camera shots to help classmates understand the uses of different camera angles and distances in photography and/or film</i>)</p>
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<p><b>Theme 1: Topic 2,</b> <i>“Alike and Different”</i>  <b>Theme 1: Topic 3,</b> <i>“Growing Up”</i>  <b>Theme 1: Topic 4,</b> <i>“We Do Not Grow Alone”</i>  <b>Theme 1: Topic 5,</b> <i>“Connected to Each Other”</i>  <b>Theme 2: Topic 1,</b> <i>“Families Spend Time Together”</i>  <b>Theme 2: Topic 2,</b> <i>“Families Show Love”</i>  <b>Theme 3: Topic 5,</b> <i>“The Baby Arrives”</i>  <b>Theme 4: Topic 3,</b> <i>“Keeping Commitments”</i>  <b>Theme 5: Topic 2,</b> <i>“Caring for the World”</i></p>	<p><b>3.2</b> identify an appropriate form to suit the specific purpose and audience for a media text they plan to create (e.g., a poster advertising a school science fair; a flyer to encourage students to participate in the fair)</p>
<p><b>Theme 1: Topic 2,</b> <i>“Alike and Different”</i>  <b>Theme 1: Topic 3,</b> <i>“Growing Up”</i>  <b>Theme 1: Topic 4,</b> <i>“We Do Not Grow Alone”</i>  <b>Theme 1: Topic 5,</b> <i>“Connected to Each Other”</i>  <b>Theme 2: Topic 1,</b> <i>“Families Spend Time Together”</i>  <b>Theme 2: Topic 2,</b> <i>“Families Show Love”</i>  <b>Theme 3: Topic 5,</b> <i>“The Baby Arrives”</i>  <b>Theme 4: Topic 3,</b> <i>“Keeping Commitments”</i>  <b>Theme 5: Topic 2,</b> <i>“Caring for the World”</i></p>	<p><b>3.3</b> identify conventions and techniques appropriate to the form chosen for a media text they plan to create (e.g., a board game related to a unit of study from a curriculum subject area could include a list of game rules; a board showing the game name, movement path, obstacles, and finish line; and visual details that will appeal to the intended audience)</p>
<p><b>Theme 1: Topic 2,</b> <i>“Alike and Different”</i>  <b>Theme 1: Topic 3,</b> <i>“Growing Up”</i>  <b>Theme 1: Topic 4,</b> <i>“We Do Not Grow Alone”</i>  <b>Theme 1: Topic 5,</b> <i>“Connected to Each Other”</i>  <b>Theme 2: Topic 1,</b> <i>“Families Spend Time Together”</i>  <b>Theme 2: Topic 2,</b> <i>“Families Show Love”</i>  <b>Theme 3: Topic 5,</b> <i>“The Baby Arrives”</i>  <b>Theme 3: Topic 6,</b> <i>“Thinking About Growing Up”</i>  <b>Theme 4: Topic 3,</b> <i>“Keeping Commitments”</i>  <b>Theme 5: Topic 2,</b> <i>“Caring for the World”</i></p>	<p><b>3.4</b> produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques (e.g., an album of camera shots showing the different angles and distances and commenting on their uses; a poem, announcement, or flyer produced electronically by combining word-processed text with pictures and/or photographs; a mock television commercial for a favourite cereal, toy, or book; a newspaper article that includes a photograph and headline; a board game related to a unit of study from a curriculum subject area such as science or health; a picture book to accompany a unit of study for a younger grade; a storyboard identifying the sound effects, images, and dialogue to be used in filming a scene from a novel)</p>
<p><b>Theme 1: Topic 2,</b> <i>“Alike and Different”</i>  <b>Theme 1: Topic 3,</b> <i>“Growing Up”</i>  <b>Theme 1: Topic 4,</b> <i>“We Do Not Grow Alone”</i>  <b>Theme 2: Topic 1,</b> <i>“Families Spend Time Together”</i>  <b>Theme 2: Topic 2,</b> <i>“Families Show Love”</i>  <b>Theme 3: Topic 5,</b> <i>“The Baby Arrives”</i>  <b>Theme 4: Topic 3,</b> <i>“Keeping Commitments”</i>  <b>Theme 5: Topic 2,</b> <i>“Caring for the World”</i></p>	<p><b>4.1</b> identify, initially with support and direction, what strategies they found most helpful in making sense of and creating media texts, and explain how these and other strategies can help them improve as media viewers/listeners/producers</p>

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

### Data Management and Probability

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

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

## MATHEMATICS

### Measurement

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

## SCIENCE AND TECHNOLOGY

### Understanding Life Systems

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

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

## SOCIAL STUDIES

### People and Environments

<p><b>Theme 5: Topic 2, “Caring for the World”</b>  <b>Theme 5: Topic 3, “Building God’s World”</b></p>	<p><b>B1.1</b> analyse some of the general ways in which the natural environment of regions in Canada has affected the development of industry (<i>e.g., how the characteristics of the Canadian Shield made possible the development of mining and smelting, forestry, fresh water fisheries, pulp and paper; how the characteristics of the Maritime provinces made possible the development of fisheries, coal mining, agriculture, off-shore oil drilling; how the topography and climate of the Prairies make the region suitable for large-scale farming and ranching</i>)</p>
<p><b>Theme 5: Topic 2, “Caring for the World”</b></p>	<p><b>B1.3</b> describe some key actions taken by both industries and citizens to address the need for more sustainable use of land and resources (<i>e.g., controlling industrial tailings; putting solar panels on houses or other buildings; ensuring responsible hunting and fishing practices; consulting with First Nations, Métis, and/or Inuit communities about resource development in their territories</i>), and assess their effectiveness</p>
<p><b>Theme 5: Topic 2, “Caring for the World”</b></p>	<p><b>B2.1</b> formulate questions to guide investigations into some of the issues and challenges associated with balancing human needs/wants and activities with environmental stewardship in one or more of the political and/or physical regions of Canada</p>
<p><b>Theme 5: Topic 2, “Caring for the World”</b></p>	<p><b>B2.2</b> gather and organize information and data from various sources to investigate issues and challenges associated with balancing human needs/wants and activities with environmental stewardship in one or more of the political and/or physical regions of Canada (<i>e.g., spatial technologies and satellite images showing physical features; print and digital thematic maps showing land use or population; climate graphs for various regions; writer views with peers from different regions using electronic communications; an interview with a First Nation or Inuit Elder or a Métis Senator</i>)</p>
<p><b>Theme 5: Topic 2, “Caring for the World”</b></p>	<p><b>B2.5</b> evaluate evidence and draw conclusions about issues and challenges associated with balancing human needs/wants and activities with environmental stewardship in Canada</p>





*Fully Alive* and  
**Curriculum Connections**

**Grade 5**

*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

<b>Theme 1: Topic 5, “The End of the Journey”</b>	<b>CL1.1</b> 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]
<b>Theme 1: Topic 5, “The End of the Journey”</b>	<b>CL1.2</b> 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]
<b>Theme 1: Topic 5, “The End of the Journey”</b>	<b>CL1.3</b> 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]
<b>Theme 1: Topic 5, “The End of the Journey”</b> <b>Theme 2: Topic 6, “A Time for Reflection”</b> <b>Theme 5: Topic 2, “Communities are Like Families”</b> <b>Theme 5: Topic 3, “Signs of a Good Community”</b> <b>Theme 5: Topic 4, “The World as Community”</b>	<b>CL2.3</b> 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]

## RELIGIOUS EDUCATION

### Living a Moral Life

<b>Theme 1: Topic 3, “Mr. Talbot’s Classroom”</b> <b>Theme 2: Topic 2, “Families Have Rules”</b> <b>Theme 4: Topic 2, “A Commitment to Myself”</b> <b>Theme 5: Topic 2, “Communities are Like Families”</b> <b>Theme 5: Topic 3, “Signs of a Good Community”</b>	<b>ML1.1</b> 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]
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<p><b>Theme 1: Topic 1,</b> <i>“God’s Love is Forever”</i>  <b>Theme 1: Topic 2,</b> <i>“Learning about Love”</i>  <b>Theme 2: Topic 5,</b> <i>“The Ups and Downs of Friendship”</i>  <b>Theme 4: Topic 1,</b> <i>“Responsible for Our Actions”</i>  <b>Theme 4: Topic 2,</b> <i>“A Commitment to Myself”</i>  <b>Theme 5: Topic 4,</b> <i>“The World as Community”</i></p>	<p><b>ML1.3</b> 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><b>Theme 2: Topic 5,</b> <i>“The Ups and Downs of Friendship”</i>  <b>Theme 4: Topic 1,</b> <i>“Responsible for Our Actions”</i></p>	<p><b>ML2.2</b> 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><b>Theme 2: Topic 5,</b> <i>“The Ups and Downs of Friendship”</i>  <b>Theme 4: Topic 1,</b> <i>“Responsible for Our Actions”</i></p>	<p><b>ML2.3</b> 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><b>Theme 1: Topic 5,</b> <i>“The End of the Journey”</i>  <b>Theme 2: Topic 6,</b> <i>“A Time for Reflection”</i>  <b>Theme 4: Topic 2,</b> <i>“A Commitment to Myself”</i>  <b>Theme 5: Topic 2,</b> <i>“Communities are Like Families”</i>  <b>Theme 5: Topic 3,</b> <i>“Signs of a Good Community”</i>  <b>Theme 5: Topic 4,</b> <i>“The World as Community”</i></p>	<p><b>ML3.1</b> 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><b>Theme 5: Topic 2,</b> <i>“Communities are Like Families”</i>  <b>Theme 5: Topic 3,</b> <i>“Signs of a Good Community”</i>  <b>Theme 5: Topic 4,</b> <i>“The World as Community”</i></p>	<p><b>ML3.3</b> 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><b>Theme 1: Topic 6,</b> <i>“We are Connected”</i>  <b>Theme 5: Topic 3,</b> <i>“Signs of a Good Community”</i>  <b>Theme 5: Topic 4,</b> <i>“The World as Community”</i></p>	<p><b>LC1.2</b> 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><b>Theme 2: Topic 5,</b> <i>“The Ups and Downs of Friendship”</i>  <b>Theme 5: Topic 3,</b> <i>“Signs of a Good Community”</i>  <b>Theme 5: Topic 4,</b> <i>“The World as Community”</i></p>	<p><b>LC1.3</b> 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><b>Theme 5: Topic 2,</b> <i>“Communities are Like Families”</i>  <b>Theme 5: Topic 3,</b> <i>“Signs of a Good Community”</i>  <b>Theme 5: Topic 4,</b> <i>“The World as Community”</i></p>	<p><b>LS1.1</b> 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><b>Theme 5: Topic 3,</b> <i>“Signs of a Good Community”</i>  <b>Theme 5: Topic 4,</b> <i>“The World as Community”</i></p>	<p><b>LS2.1</b> 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><b>Theme 5: Topic 3,</b> <i>“Signs of a Good Community”</i>  <b>Theme 5: Topic 4,</b> <i>“The World as Community”</i></p>	<p><b>LS2.2</b> 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><b>Theme 5: Topic 3,</b> <i>“Signs of a Good Community”</i>  <b>Theme 5: Topic 4,</b> <i>“The World as Community”</i></p>	<p><b>LS2.3</b> 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><b>Theme 2: Topic 1,</b> <i>“Our Families”</i>  <b>Theme 5: Topic 4,</b> <i>“The World as Community”</i></p>	<p><b>PR1.1</b> 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><b>Theme 1: Topic 5,</b> <i>“The End of the Journey”</i>  <b>Theme 2: Topic 6,</b> <i>“A Time for Reflection”</i></p>	<p><b>PR1.2</b> 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><b>Theme 2: Topic 1,</b> <i>“Our Families”</i>  <b>Theme 2: Topic 4,</b> <i>“Friendship”</i>  <b>Theme 5: Topic 2,</b> <i>“Communities are Like Families”</i></p>	<p><b>D1.1</b> 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><b>Theme 2: Topic 1, “Our Families”</b>  <b>Theme 2: Topic 4, “Friendship”</b>  <b>Theme 5: Topic 2, “Communities are Like Families”</b></p>	<p><b>D1.2</b> demonstrate an understanding of composition, using selected principles of design to create narrative art works or art works on a theme or topic (<i>e.g., 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]</i>)</p>
<p><b>Theme 2: Topic 1, “Our Families”</b>  <b>Theme 2: Topic 4, “Friendship”</b>  <b>Theme 5: Topic 2, “Communities are Like Families”</b></p>	<p><b>D1.4</b> use a variety of materials, tools, and techniques to determine solutions to design challenges</p>
<p><b>Theme 1: Topic 1, “God’s Love is Forever”</b></p>	<p><b>D2.1</b> interpret a variety of art works and identify the feelings, issues, themes, and social concerns that they convey (<i>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</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.

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## 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><b>Theme 2: Topic 4, “Friendship”</b>  <b>Theme 2: Topic 5, “The Ups and Downs of Friendship”</b>  <b>Theme 2: Topic 6, “A Time for Reflection”</b></p>	<p><b>Personal Safety and Injury Prevention</b>  <b>C1.1</b> 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><b>Theme 1: Topic 4, “A Journey”</b>  <b>Theme 1: Topic 6, “We are Connected”</b>  <b>Theme 2: Topic 6, “A Time for Reflection”</b>  <b>Theme 4: Topic 1, “Responsible for Our Actions”</b>  <b>Theme 4: Topic 2, “A Commitment to Myself”</b>  <b>Theme 4: Topic 3, “A Commitment to Others”</b></p>	<p><b>C3.2</b> 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><b>Theme 3: Topic 1, “We are Wonderfully Made”</b>  <b>Theme 3: Topic 2, “The Body System That Gives Life”</b>  <b>Theme 3: Topic 4, “Puberty Begins”</b></p>	<p><b>Human Development and Sexual Health</b>  <b>C1.3</b> identify the parts of the reproductive system, and describe how the body changes during puberty [PS]</p>
<p><b>Theme 3: Topic 3, “Human Fertility”</b></p>	<p><b>C1.4</b> describe the processes of menstruation and spermatogenesis, and explain how these processes relate to reproduction and overall development</p>
<p><b>Theme 3: Topic 5, “Growing Up”</b>  <b>*Theme 3: Topic 6, “Growing Up Resilient”</b></p>	<p><b>C2.4</b> 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.

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## 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><b>Theme 2: Topic 2,</b> “Families Have Rules”  <b>Theme 2: Topic 4,</b> “Friendship”  <b>Theme 2: Topic 6,</b> “A Time for Reflection”  <b>Theme 4: Topic 1,</b> “Responsible for Our Actions”  <b>Theme 4: Topic 3,</b> “A Commitment to Others”  <b>Theme 5: Topic 1,</b> “My World”</p>	<p><b>1.4</b> 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><b>Theme 1: Topic 1,</b> “God’s Love is Forever”  <b>Theme 1: Topic 4,</b> “A Journey”  <b>Theme 1: Topic 5,</b> “The End of the Journey”  <b>Theme 1: Topic 6,</b> “We are Connected”  <b>Theme 2: Topic 2,</b> “Families Have Rules”  <b>Theme 2: Topic 4,</b> “Friendship”  <b>Theme 2: Topic 6,</b> “A Time for Reflection”  <b>Theme 4: Topic 1,</b> “Responsible for Our Actions”  <b>Theme 4: Topic 3,</b> “A Commitment to Others”  <b>Theme 5: Topic 1,</b> “My World”</p>	<p><b>3.1</b> 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><b>Theme 1: Topic 1,</b> “God’s Love is Forever”  <b>Theme 1: Topic 4,</b> “A Journey”  <b>Theme 1: Topic 6,</b> “We are Connected”  <b>Theme 2: Topic 2,</b> “Families Have Rules”  <b>Theme 2: Topic 4,</b> “Friendship”  <b>Theme 2: Topic 6,</b> “A Time for Reflection”  <b>Theme 4: Topic 1,</b> “Responsible for Our Actions”  <b>Theme 4: Topic 3,</b> “A Commitment to Others”  <b>Theme 5: Topic 1,</b> “My World”</p>	<p><b>3.2</b> 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><b>Theme 1: Topic 1,</b> “God’s Love is Forever”  <b>Theme 1: Topic 4,</b> “A Journey”  <b>Theme 1: Topic 5,</b> “The End of the Journey”  <b>Theme 1: Topic 6,</b> “We are Connected”  <b>Theme 2: Topic 2,</b> “Families Have Rules”  <b>Theme 2: Topic 4,</b> “Friendship”  <b>Theme 2: Topic 6,</b> “A Time for Reflection”  <b>Theme 4: Topic 1,</b> “Responsible for Our Actions”  <b>Theme 4: Topic 3,</b> “A Commitment to Others”  <b>Theme 5: Topic 1,</b> “My World”</p>	<p><b>3.3</b> 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><b>Theme 1: Topic 1,</b> <i>“God’s Love is Forever”</i></p> <p><b>Theme 1: Topic 4,</b> <i>“A Journey”</i></p> <p><b>Theme 1: Topic 5,</b> <i>“The End of the Journey”</i></p> <p><b>Theme 1: Topic 6,</b> <i>“We are Connected”</i></p> <p><b>Theme 2: Topic 2,</b> <i>“Families Have Rules”</i></p> <p><b>Theme 2: Topic 4,</b> <i>“Friendship”</i></p> <p><b>Theme 2: Topic 6,</b> <i>“A Time for Reflection”</i></p> <p><b>Theme 4: Topic 1,</b> <i>“Responsible for Our Actions”</i></p> <p><b>Theme 4: Topic 3,</b> <i>“A Commitment to Others”</i></p> <p><b>Theme 5: Topic 1,</b> <i>“My World”</i></p>	<p><b>3.4</b> 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><b>Theme 2: Topic 2,</b> <i>“Families Have Rules”</i></p> <p><b>Theme 2: Topic 4,</b> <i>“Friendship”</i></p> <p><b>Theme 2: Topic 6,</b> <i>“A Time for Reflection”</i></p> <p><b>Theme 4: Topic 1,</b> <i>“Responsible for Our Actions”</i></p> <p><b>Theme 4: Topic 3,</b> <i>“A Commitment to Others”</i></p> <p><b>Theme 5: Topic 1,</b> <i>“My World”</i></p>	<p><b>4.1</b> 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><b>Theme 2: Topic 2,</b> <i>“Families Have Rules”</i></p> <p><b>Theme 2: Topic 4,</b> <i>“Friendship”</i></p> <p><b>Theme 4: Topic 1,</b> <i>“Responsible for Our Actions”</i></p> <p><b>Theme 4: Topic 3,</b> <i>“A Commitment to Others”</i></p> <p><b>Theme 5: Topic 1,</b> <i>“My World”</i></p>	<p><b>4.2</b> 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><b>Theme 2: Topic 2,</b> <i>“Families Have Rules”</i></p>	<ul style="list-style-type: none"> <li>create, identify, and extend numeric and geometric patterns, using a variety of tools (e.g., concrete materials, paper and pencil, calculators, spreadsheets)</li> </ul>
<p><b>Theme 2: Topic 2,</b> <i>“Families Have Rules”</i></p>	<ul style="list-style-type: none"> <li>make predictions related to growing and shrinking geometric and numeric patterns</li> </ul>
<p><b>Theme 2: Topic 2,</b> <i>“Families Have Rules”</i></p>	<ul style="list-style-type: none"> <li>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)</li> </ul>

**SCIENCE AND TECHNOLOGY**  
**Understanding Life Systems**

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

**SCIENCE AND TECHNOLOGY**  
**Understanding Matter and Energy**

<p><b>Theme 4: Topic 1,</b> <i>“Responsible for Our Actions”</i></p>	<p><b>1.1</b> evaluate the environmental impacts of processes that change one product into another product through physical or chemical changes</p>
<p><b>Theme 4: Topic 1,</b> <i>“Responsible for Our Actions”</i></p>	<p><b>1.2</b> assess the social and environmental impact of using processes that rely on chemical changes to produce consumer products, taking different perspectives into account (<i>e.g., 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><b>Theme 4: Topic 1,</b> <i>“Responsible for Our Actions”</i>  <b>Theme 5: Topic 2,</b> <i>“Communities are Like Families”</i></p>	<p><b>1.1</b> 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 (<i>e.g., 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><b>Theme 4: Topic 1,</b> <i>“Responsible for Our Actions”</i>  <b>Theme 5: Topic 2,</b> <i>“Communities are Like Families”</i></p>	<p><b>1.2</b> evaluate the effects of various technologies on energy consumption (<i>e.g., 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><b>Theme 4: Topic 1,</b> <i>“Responsible for Our Actions”</i>  <b>Theme 4: Topic 2,</b> <i>“A Commitment to Myself”</i>  <b>Theme 4: Topic 3,</b> <i>“A Commitment to Others”</i>  <b>Theme 5: Topic 2,</b> <i>“Communities are Like Families”</i></p>	<p><b>B1.2</b> create a plan of action to address a social issue of local, provincial/territorial, and/or national significance (<i>e.g., 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><b>Theme 4: Topic 1,</b> <i>“Responsible for Our Actions”</i>  <b>Theme 4: Topic 2,</b> <i>“A Commitment to Myself”</i>  <b>Theme 4: Topic 3,</b> <i>“A Commitment to Others”</i>  <b>Theme 5: Topic 2,</b> <i>“Communities are Like Families”</i></p>	<p><b>B1.3</b> create a plan of action to address an environmental issue of local, provincial/territorial, and/or national significance (<i>e.g., 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><b>Theme 2: Topic 5,</b> <i>“The Ups and Downs of Friendship”</i>  <b>Theme 4: Topic 1,</b> <i>“Responsible for Our Actions”</i></p>	<p><b>B2.5</b> 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><b>Theme 4: Topic 1,</b> <i>“Responsible for Our Actions”</i>  <b>Theme 5: Topic 2,</b> <i>“Communities are Like Families”</i>  <b>Theme 5: Topic 3,</b> <i>“Signs of a Good Community”</i></p>	<p><b>B3.1</b> describe the major rights and responsibilities associated with citizenship in Canada (<i>e.g., 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><b>Theme 5: Topic 2,</b> <i>“Communities are Like Families”</i></p> <p><b>Theme 5: Topic 3,</b> <i>“Signs of a Good Community”</i></p> <p><b>Theme 5: Topic 4,</b> <i>“The World as Community”</i></p>	<p><b>B3.3</b> describe the shared responsibility of various levels of government for providing some services and for dealing with selected social and environmental issues (e.g., services/issues related to transportation, health care, the environment, and/or crime and policing)</p>
<p><b>Theme 5: Topic 1,</b> <i>“My World”</i></p>	<p><b>B3.6</b> explain why different groups may have different perspectives on specific social and environmental issues (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)</p>
<p><b>Theme 4: Topic 1,</b> <i>“Responsible for Our Actions”</i></p> <p><b>Theme 5: Topic 3,</b> <i>“Signs of a Good Community”</i></p>	<p><b>B3.7</b> describe some different ways in which citizens can take action to address social and environmental issues (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)</p>



*Fully Alive* and  
**Curriculum Connections**

**Grade 6**

*Fully Alive* offers opportunities to address expectations in other curricular areas. The following chart shows where these correlations can be found in Grade 6.

## RELIGIOUS EDUCATION

### Believing

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

### Living a Moral Life

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

## RELIGIOUS EDUCATION

### Living in Solidarity

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

## RELIGIOUS EDUCATION

### Praying

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

### Drama

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



## THE ARTS

### Visual Arts

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

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

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

<p><b>*Theme 5: Topic 2, “Values and Virtues”</b></p>	<p><b>C3.3</b> assess the effects of stereotypes, including homophobia and assumptions regarding gender roles and expectations, sexual orientation, gender expression, race, ethnicity or culture, mental health, and abilities, on an individual’s self-concept, social inclusion, and relationships with others, and propose appropriate ways of responding to and changing assumptions and stereotypes [PS, CT]</p>
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\* Curriculum connections are *strengthened and/or introduced* by the addition of supplemental curriculum supports developed for the 2015 Health and Physical Education Curriculum Policy Document.

## LANGUAGE

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

The expectations in Oral Communication include:

- demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a wide variety of situations, including work in groups
- extend understanding of oral texts by connecting, comparing, and contrasting the ideas and information in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them
- communicate orally in a clear, coherent manner, using appropriate organizing strategies and formats to link and sequence ideas and information

The expectations for Reading include:

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

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

The expectations for Writing include:

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

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

## Writing

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

**LANGUAGE**  
**Media Literacy**

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

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



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

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**SCIENCE AND TECHNOLOGY**  
**Understanding Matter and Energy**

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

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

**Grade 7**

*Fully Alive* offers opportunities to address expectations in other curricular areas. The following chart shows where these correlations can be found in Grade 7.

## RELIGIOUS EDUCATION

### Celebrating

<p><b>Theme 3: Topic 5, “Relationships and Respect”</b></p>	<p><b>CL1.1</b> Identify the features that constitute a Christian understanding of marital love (unity, indissolubility, fidelity, and openness to procreation); and the benefits (i.e., effects) of the sacrament (an increase of sanctifying grace – the special help of God for husband and wife to love each other faithfully, to bear with each other’s faults, and to bring up their children properly) and identify ways the Church and society can both strengthen and benefit from Catholic families and their members. [CCC nos. 1643–1666]</p>
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## RELIGIOUS EDUCATION

### Living a Moral Life

<p><b>Theme 3: Topic 5, “Relationships and Respect”</b></p>	<p><b>ML1.1</b> Examine a number of scriptural passages on the centrality of love, marriage and sexuality, and the moral life (e.g. 1 Corinthians 13 – Love; Matthew 22:36–40 – The Greatest Commandment; 1 John 1:14 – No Fear in Love) and explain how they form the basis of Church teaching in these areas. [CCC nos. 1604, 1889, 2069]</p>
<p><b>Theme 1: Topic 5, “To Be a Person”</b>  <b>Theme Three Virtue: Modesty</b>  <b>Theme 3: Topic 4, “Attraction and Feelings”</b>  <b>Theme 3: Topic 5, “Relationships and Respect”</b></p>	<p><b>ML1.2</b> Articulate the Church’s teaching concerning the Sixth and Ninth Commandments – “You shall not commit adultery. You shall not covet you neighbours wife” and apply these to the moral issues facing society today (e.g., chastity, purity of heart, respect for the dignity of the human person, sanctity of marriage and the purpose of human sexuality, pornography, prostitution, incest and child abuse, social living conditions, etc.). [CCC nos. 2196–2257; 2258–2330]</p>

<p><b>Theme 3: Topic 1, “Understanding Sexuality”</b>  <b>Theme 3: Topic 4, “Attraction and Feelings”</b>  <b>Theme 5: Topic 1, “We Gather: Celebration and Support”</b>  <b>Theme 5: Topic 2, “We Gather: Change and Work”</b></p>	<p><b>ML1.3</b> Summarize the moral teachings of the Church with regard to particular life issues (e.g., marriage, sexuality, cloning, abortion, genocide, euthanasia) and the social order (e.g., use of technology, economic injustices, environment). [CCC nos. 2032–2040]</p>
<p><b>Theme 4: Topic 2, “Decision Makers”</b></p>	<p><b>ML1.4</b> Define the term “Magisterium” as applied to Church (consists of the Bishops of the ordinary and universal Church with the Pope as its head; has the soul responsibility for interpretation of God’s Word as revealed in Scripture and Traditions) and define its role in the Moral life of the Church. [CCC nos. 84–100; 1113–1134; 2030–2051]</p>
<p><b>Theme 4: Topic 2, “Decision Makers”</b></p>	<p><b>ML2.1</b> Describe and distinguish between the objective source from which moral judgement in our lives originates; the divine and natural law (the indwelling of God’s law in our conscience); and the personal subjective judgement of our conscience (i.e., moral choice to act in a particular situation).</p>
<p><b>Theme 3: Topic 5, “Relationships and Respect”</b>  <b>Theme 4: Topic 2, “Decision Makers”</b>  *also the Virtues focus for each theme</p>	<p><b>ML2.2</b> Describe through the use of example, how making moral choices promotes a life of virtue. [CCC nos. 1776–1829]</p>
<p><b>Theme 4: Topic 2, “Decision Makers”</b></p>	<p><b>ML2.3</b> Use examples to describe situations and attitudes which make moral judgements of conscience less clear and certain, thus making our moral decisions very difficult and open to error (e.g., passions, ignorance or disregard for the Moral Law, lack of charity, bad example of others, habit of sin, and rejection of the Church’s authority and teaching). [CCC nos. 1790–1794]</p>
<p><b>Theme One Virtue: Patience</b>  <b>Theme Two Virtue: Kindness</b>  <b>Theme Three Virtue: Modesty</b>  <b>Theme Four Virtue: Perseverance</b>  <b>Theme Five Virtue: Generosity</b></p>	<p><b>ML3.3</b> Distinguish between the human and theological virtues, and provide examples of how they work inter-dependently in the events of everyday life to guide our behaviour toward the performance of good acts in our search for holiness. [CCC nos. 1803–1845]</p>

## RELIGIOUS EDUCATION

### Living in Communion

<p><b>Theme 2: Topic 2,</b> <i>“Relationships and Communication”</i></p> <p><b>Theme 5: Topic 1,</b> <i>“We Gather: Celebration and Support”</i></p> <p><b>Theme 5: Topic 2,</b> <i>“We Gather: Change and Work”</i></p> <p><b>Theme 5: Topic 3,</b> <i>“Belonging to the Group”</i></p>	<p><b>LC1.1</b> Identify how the Church has promoted the Fourth Commandment (Honour your father and mother) by the witness of solidarity with society, promoting issues of social justice and its social teaching. [CCC nos. 2197–2257]</p>
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## RELIGIOUS EDUCATION

### Living in Solidarity

<p><b>Theme 2: Topic 1,</b> <i>“Analyzing Relationships”</i></p> <p><b>Theme 3: Topic 5,</b> <i>“Relationships and Respect”</i></p> <p><b>Theme 4: Topic 1,</b> <i>“Developing People”</i></p> <p><b>Theme 4: Topic 3,</b> <i>“Committed People”</i></p>	<p><b>LS1.3</b> Explain what the sacraments of service (Holy Orders and Matrimony) teach us about the social nature of the human person and reflect on how approaching our life as vocation benefits others. [CCC nos. 1533–1600; 1601–1666]</p>
<p><b>Theme 5: Topic 3,</b> <i>“Belonging to the Group”</i></p>	<p><b>LS2.1</b> Link the Ten Commandments and the Beatitudes to how we are called to “friendship” or “social charity” with people of different nationality, race, ethnicity, economic status or ideologies/faith and explain why this involves individual and communal conversion (i.e., grace / Holy Spirit). [CCC nos. 356–384; 1928–1933; 1391–1401]</p>
<p><b>Theme 4: Topic 2,</b> <i>“Decision Makers”</i></p> <p><b>Theme 4: Topic 3,</b> <i>“Committed People”</i></p> <p><b>Theme 5: Topic 1,</b> <i>“We Gather: Celebration and Support”</i></p> <p><b>Theme 5: Topic 2,</b> <i>“We Gather: Change and Work”</i></p> <p><b>Theme 5: Topic 3,</b> <i>“Belonging to the Group”</i></p>	<p><b>LS2.2</b> Describe the forms of solidarity which can effectively address socio-economic problems (i.e., poor among themselves, between rich and poor, among workers, employers and employees, etc.) and explain through example how these forms of solidarity can promote social change (communal conversion of society) and respect for the common good. [CCC nos. 356–384; 1928–1933; 1391–1401]</p>
<p><b>Theme 5: Topic 1,</b> <i>“We Gather: Celebration and Support”</i></p> <p><b>Theme 5: Topic 2,</b> <i>“We Gather: Change and Work”</i></p> <p><b>Theme 5: Topic 3,</b> <i>“Belonging to the Group”</i></p>	<p><b>LS2.3</b> Describe the ways that the “principle of solidarity” is manifested by the distribution of goods (i.e., food, clean water, shelter, and basic necessities) and the remuneration for work (i.e., just wage, working conditions, etc.) in the local and global communities. [CCC nos. 356–384; 1928–1933; 1391–1401]</p>

## RELIGIOUS EDUCATION

### Praying

<p><b>Theme 2: Topic 4,</b> “Family Challenges”  <b>Theme 3: Topic 3,</b> “Stewards of the Body”</p>	<p><b>PR2.2</b> Identify the various forms of prayer (i.e., blessing, petition, intercession, thanksgiving, and praise) found in the Psalms, prayers and some of the “specific hours” of the Liturgy of the Hours. [CCC nos. 1174–1178; 2623–2649]</p>
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## THE ARTS

### Drama

<p><b>Theme 2: Topic 1,</b> “Analyzing Relationships”  <b>Theme 2: Topic 2,</b> “Relationships and Communication”  <b>Theme 2: Topic 6,</b> “Friendship Challenges”  <b>Theme 3: Topic 5,</b> “Relationships and Respect”</p>	<p><b>B1.1</b> engage actively in drama exploration and role play, with a focus on examining multiple perspectives related to current issues, themes, and relationships from a wide variety of sources and diverse communities (<i>e.g., identify significant perspectives related to an issue such as peer pressure, treaty rights, or cultural identity, and assume roles to express the different perspectives; use prepared improvisation to communicate insights about life events and relationships; use thought tracking and symbolic artefacts to present a persona associated with a past historical event</i>)</p>
<p><b>Theme 2: Topic 1,</b> “Analyzing Relationships”  <b>Theme 2: Topic 2,</b> “Relationships and Communication”  <b>Theme 2: Topic 6,</b> “Friendship Challenges”  <b>Theme 3: Topic 5,</b> “Relationships and Respect”</p>	<p><b>B1.3</b> plan and shape the direction of the drama by working with others, both in and out of role, to generate ideas and explore multiple perspectives (<i>e.g., In role: use thought tracking or writing in role to explore the feelings and motivations of a character; introduce a new perspective during role play to foster a sense of empathy with the character; Out of role: use a place mat activity to select ideas that group members agree upon; use invented notation to explain the movement of the character</i>)</p>
<p><b>Theme 2: Topic 1,</b> “Analyzing Relationships”  <b>Theme 2: Topic 2,</b> “Relationships and Communication”  <b>Theme 2: Topic 6,</b> “Friendship Challenges”  <b>Theme 3: Topic 5,</b> “Relationships and Respect”</p>	<p><b>B2.1</b> construct personal interpretations of drama works, connecting drama issues and themes to their own and others’ ideas, feelings, and experiences (<i>e.g., use a series of tableaux or freeze-frame images of key moments in a drama to show which moments had the greatest impact on them; write in role about an environmental issue, first from the point of view of an audience member and then from the point of view of an animal whose habitat is threatened</i>)</p>

## THE ARTS

### Music

<p><b>Theme 5: Topic 3, “Belonging to the Group”</b></p>	<p><b>C3.1</b> analyse the influences of music and the media on the development of personal and cultural identity (e.g., describe how their personal musical preferences have been formed from listening to music readily available in the media; explain how cultural identity, including a sense of Aboriginal pride for Aboriginal students, can be reinforced by listening to music of their own culture)</p>
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## GEOGRAPHY

### Physical Patterns in a Changing World

<p><b>Theme 4: Topic 2, “Decision Makers”</b> <b>Theme 5: Topic 2, “We Gather: Change and Work”</b></p>	<p><b>A1.1</b> describe various ways in which people have responded to challenges and opportunities presented by the physical environment (e.g., building dams, levees, or dikes to contain water and/or reclaim land; building terraces or irrigation systems to permit farming on inhospitable land; designing buildings suited to local climatic conditions or natural events such as earthquakes; specialized economic development such as resource towns in areas rich with ore, or tourism in areas of natural beauty or with a desirable climate), and analyse short- and long-term effects of some of these responses (e.g., water pollution from industry and agriculture; loss of animal habitat and wilderness areas as human settlement expands; deforestation and its consequences; the development of provincial or national parks to protect wilderness areas)</p>
<p><b>Theme 4: Topic 2, “Decision Makers”</b> <b>Theme 5: Topic 2, “We Gather: Change and Work”</b></p>	<p><b>A1.4</b> assess ways in which different peoples living in similar physical environments have responded to challenges and opportunities presented by these environments, and assess the sustainability of these responses (e.g., land reclamation and flood control in low-lying areas such as the Netherlands, the Mississippi delta, the Mekong River; nomadic lifestyles of peoples in the Gobi or Sahara Desert versus extensive irrigation to create cities such as Las Vegas in the Mojave Desert; the development of ecotourism in the Costa Rican rainforest versus the clear-cutting of rainforests in the Amazon or Madagascar)</p>



## GEOGRAPHY

### Natural Resources Around the World: Use and Sustainability

<p><b>Theme 4: Topic 2,</b> “Decision Makers”  <b>Theme 4: Topic 3,</b> “Committed People”  <b>Theme 5: Topic 1,</b> “We Gather: Celebration and Support”  <b>Theme 5: Topic 2,</b> “We Gather: Change and Work”</p>	<p><b>B1.3</b> assess the efforts of some groups, agencies, and/or organizations (e.g., the United Nations Environment Programme; non-governmental organizations [NGOs] such as Friends of the Earth International, Rainforest Alliance, or the Nature Conservancy; indigenous groups; different national governments) in helping to preserve natural resources</p>
<p><b>Theme 4: Topic 2,</b> “Decision Makers”  <b>Theme 4: Topic 3,</b> “Committed People”  <b>Theme 5: Topic 1,</b> “We Gather: Celebration and Support”  <b>Theme 5: Topic 2,</b> “We Gather: Change and Work”</p>	<p><b>B1.4</b> create a personal plan of action outlining how they can contribute to more sustainable natural resource extraction/harvesting and/or use (e.g., a plan to use FSC-certified wood or reclaimed lumber in a construction project, to reduce energy use in their home or school, to publicize more sustainable approaches to extraction/harvesting, or to reduce personal consumption of consumer goods)</p>
<p><b>Theme 4: Topic 2,</b> “Decision Makers”  <b>Theme 5: Topic 2,</b> “We Gather: Change and Work”</p>	<p><b>B2.5</b> evaluate evidence and draw conclusions about issues related to the impact of natural resource extraction/harvesting and/or use around the world</p>
<p><b>Theme 4: Topic 2,</b> “Decision Makers”  <b>Theme 5: Topic 2,</b> “We Gather: Change and Work”</p>	<p><b>B3.3</b> identify significant short- and long-term effects of natural resource extraction/harvesting and use on people and the environment (e.g., deforestation, desertification, smog, acid rain, climate change, soil contamination, habitat destruction, flooding)</p>
<p><b>Theme 4: Topic 2,</b> “Decision Makers”  <b>Theme 5: Topic 1,</b> “We Gather: Celebration and Support”  <b>Theme 5: Topic 2,</b> “We Gather: Change and Work”  <b>Theme 5: Topic 3,</b> “Belonging to the Group”</p>	<p><b>B3.4</b> describe the perspectives of different groups (e.g., a traditional indigenous community, an environmental organization, a multinational mining or forestry company, the residents of a resource town) regarding the use of the natural environment to meet human needs</p>
<p><b>Theme 4: Topic 2,</b> “Decision Makers”  <b>Theme 5: Topic 1,</b> “We Gather: Celebration and Support”  <b>Theme 5: Topic 2,</b> “We Gather: Change and Work”  <b>Theme 5: Topic 3,</b> “Belonging to the Group”</p>	<p><b>B3.5</b> describe some responses to social and/or environmental challenges arising from the use of natural resources (e.g., the increased use of wind, solar, or tidal energy; reduced consumption; promotion of energy-saving strategies such as the use of energy-efficient appliances; promotion of fair trade; marketing of “ethical” products such as “ethical oil” or “ethical diamonds”; boycotting less sustainable products or companies using unsustainable practices)</p>

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## 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 1: Topic 4, “Heredity and Environment”</p>	<p><b>Personal Safety and Injury Prevention</b>  <b>C1.1</b> describe benefits and dangers, for themselves and others, that are associated with the use of computers and other technologies (e.g., <b>benefits:</b> saving time; increased access to information; improved communication, including global access; <b>dangers:</b> misuse of private information; identity theft; cyberstalking; hearing damage and/or traffic injuries from earphone use; financial losses from online gambling; potential for addiction), and identify protective responses</p>
<p>*Theme 1: Topic 4, “Heredity and Environment”          Theme 2: Topic 5, “Looking at Friendship”          Theme 2: Topic 6, “Friendship Challenges”</p>	<p><b>C2.2</b> assess the impact of different types of bullying or harassment, including the harassment and coercion that can occur with behaviours such as sexting, on themselves and others, and identify ways of preventing or resolving such incidents (e.g., communicating feelings; reporting incidents involving themselves or others; encouraging others to understand the social responsibility to report incidents and support others rather than maintaining a code of silence or viewing reporting as “ratting”; seeking help from support services; learning skills for emotional regulation; using strategies for defusing tense or potentially violent situations) [IS, CT]</p>
<p>*Theme 3: Topic 3, “Stewards of the Body”</p>	<p><b>Substance Use, Addictions, and Related Behaviours</b>  <b>C2.3</b> explain how preoccupation with body image or athletic performance can contribute to substance abuse (e.g., misuse of supplements, vitamins, diuretics, diet pills, laxatives, steroids, or performance-enhancing drugs), and demonstrate the ability to make informed choices about caring for their bodies [PS, CT]</p>

<p><b>*Theme 3: Topic 3, “Stewards of the Body”</b></p>	<p><b>C3.2</b> analyse the personal and societal implications of issues related to substance use and addictive behaviours (<i>e.g., effect of technology dependence on school and workplace performance, personal relationships, and physical health; risks associated with chewing tobacco; effects of second-hand smoke on non-smokers and children; legal and health implications of underage drinking; body damage and reputation loss among athletes as a result of the use of steroids and other performance-enhancing drugs; risk of HIV/AIDS with intravenous drug use; risk of fetal alcohol spectrum disorder [FASD] as a result of alcohol abuse during pregnancy</i>) [CT]</p>
<p><b>Theme 1 Virtue: Patience</b>  <b>Theme 3 Virtue: Modesty</b>  <b>Theme 1: Topic 5, “To Be a Person”</b>  <b>*Theme 2: Topic 1, “Analyzing Relationships”</b>  <b>Theme 2: Topic 2, “Relationships and Communication”</b>  <b>Theme 3: Topic 1, “Understanding Sexuality”</b>  <b>*Theme 3: Topic 3, “Stewards of the Body”</b>  <b>*Theme 3: Topic 4, “Attraction and Feelings”</b>  <b>*Theme 3: Topic 5, “Relationships and Respect”</b></p>	<p><b>Human Development and Sexual Health</b>  <b>C1.3</b> explain the importance of having a shared understanding with a partner about the following: delaying sexual activity until they are older (<i>e.g., choosing to abstain from any genital contact; choosing to abstain from having vaginal or anal intercourse; choosing to abstain from having oral-genital contact</i>); the reasons for not engaging in sexual activity; the concept of consent and how consent is communicated; and, in general, the need to communicate clearly with each other when making decisions about sexual activity in the relationship</p>
<p><b>*Theme 3: Topic 3, “Stewards of the Body”</b></p>	<p><b>C1.4</b> identify common sexually transmitted infections (STIs), and describe their symptoms</p>
<p><b>*Theme 3: Topic 3, “Stewards of the Body”</b></p>	<p><b>C1.5</b> identify ways of preventing STIs, including HIV, and/or unintended pregnancy, such as delaying first intercourse and other sexual activities until a person is older and using condoms consistently if and when a person becomes sexually active</p>
<p><b>Theme 1: Topic 3, “Emotions”</b>  <b>*Theme 2: Topic 1, “Analyzing Relationships”</b>  <b>*Theme 3: Topic 5, “Relationships and Respect”</b>  <b>Theme 4: Topic 2, “Decision Makers”</b></p>	<p><b>C2.4</b> demonstrate an understanding of physical, emotional, social, and psychological factors that need to be considered when making decisions related to sexual health (<i>e.g., sexually transmitted infections [STIs], possible contraceptive side effects, pregnancy, protective value of vaccinations, social labelling, gender identity, sexual orientation, self-concept issues, relationships, desire, pleasure, cultural teachings</i>) [PS]</p>

<p><b>Theme 2: Topic 6, “Friendship Challenges”</b>  <b>*Theme 3: Topic 2, “The Human Body”</b>  <b>*Theme 3: Topic 4, “Attraction and Feelings”</b>  <b>Theme 4: Topic 1, “Developing People”</b></p>	<p><b>C3.3</b> explain how relationships with others (e.g., family, peers) and sexual health may be affected by the physical and emotional changes associated with puberty (e.g., effect of physical maturation and emotional changes on family relationships, interest in intimate relationships and effect on peer relationships, risk of STIs and/or pregnancy with sexual contact) [IS, CT]</p>
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\* Curriculum connections are *strengthened and/or introduced* by the addition of supplemental curriculum supports developed for the 2015 Health and Physical Education Curriculum Policy Document.

## LANGUAGE

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

The expectations in Oral Communication include:

- demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups
- extend understanding of oral texts, including increasingly complex texts, by connecting, comparing, and contrasting the ideas and information in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them
- communicate orally in a clear, coherent manner, using a structure and style appropriate to both the topic and the intended audience

The expectations for Reading include:

- demonstrate understanding of increasingly complex texts by summarizing important ideas and citing a variety of details that support the main idea
- extend understanding of texts, including increasingly complex or difficult 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 wide range of print and electronic resources
- write complex texts of different lengths using a wide range of forms
- use parts of speech correctly to communicate their meaning clearly, with a focus on the use of: relative pronouns (*e.g., who, whose, which, that*); prepositions, including prepositional phrases; adjectives; conjunctions; adverbs; present, past, and future verb tenses; present and past participles (*e.g., I am reading, I have read*)

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><b>Theme 3: Topic 3, “Stewards of the Body”</b></p>	<p><b>1.1</b> explain how various media texts address their intended purpose and audience (<i>e.g., this sports team uniform uses school colours and an image of the school’s mascot to give the team a “brand” or “identity” to encourage fan loyalty; this music group’s web page uses electronic graphics and intense colours to reflect the group’s style and to encourage fans to buy its new CD</i>)</p>
<p><b>Theme 3: Topic 3, “Stewards of the Body”</b></p>	<p><b>1.2</b> interpret increasingly complex or difficult media texts, using overt and implied messages as evidence for their interpretations (<i>e.g., identify the editorial positions of two different newspapers by comparing the selection of stories and the composition of elements [photos, images, text] on their front pages; identify the themes in a contemporary action movie or comedy and explain how these themes contribute to the popularity of the film; explain how standards of beauty are established in advertising</i>)</p>
<p><b>Theme 2: Topic 5, “Looking at Friendship”</b> <b>Theme 3: Topic 3, “Stewards of the Body”</b></p>	<p><b>1.3</b> evaluate the effectiveness of the presentation and treatment of ideas, information, themes, opinions, issues, and/or experiences in media texts (<i>e.g., explain why the editorial/photo essay in this e-zine did or did not convince you of its position; debate whether violence in televised professional sporting events adds to or detracts from their appeal</i>)</p>

<p><b>Theme 3: Topic 3, “Stewards of the Body”</b></p>	<p><b>1.4</b> explain why different audiences (<i>e.g., with respect to gender, age, nationality, ability/disability income level</i>) might have different responses to a variety of media texts (<i>e.g., messages in chat rooms, television broadcasts of international news stories, music, documentaries, clothing</i>)</p>
<p><b>Theme 3: Topic 3, “Stewards of the Body”</b></p>	<p><b>1.5</b> demonstrate understanding that different media texts reflect different points of view (<i>e.g., compare pictures of the same character and/ or event in media texts aimed at different audiences and identify the different perspectives represented</i>)</p>
<p><b>Theme 2: Topic 5, “Looking at Friendship”</b> <b>Theme 3: Topic 3, “Stewards of the Body”</b></p>	<p><b>1.6</b> identify who produces different media texts and determine the commercial, ideological, political, cultural, and/or artistic interests or perspectives that the texts may involve (<i>e.g., films may be classified as “artistic”, “commercial”, “documentary”, and so on, reflecting the different perspectives and approaches they take; one magazine contains a majority of pieces offering a political perspective, whereas another features various pieces written from different perspectives</i>)</p>
<p><b>Theme 3: Topic 3, “Stewards of the Body”</b></p>	<p><b>2.2</b> identify the conventions and techniques used in a variety of media forms and explain how they help convey meaning and influence or engage the audience (<i>e.g., fashion magazine conventions: fashion and cosmetics advertisements are more prominent than editorial content; fashion magazine techniques: “themed” presentation of clothing in photo spreads, dramatic modeling poses to display novel features of the clothing</i>)</p>
<p><b>Theme 2: Topic 1, “Analyzing Relationships”</b> <b>Theme 2: Topic 2, “Relationships and Communication”</b> <b>Theme 2: Topic 3, “Looking at Families”</b> <b>Theme 2: Topic 4, “Family Challenges”</b> <b>Theme 2: Topic 5, “Looking at Friendship”</b> <b>Theme 3: Topic 3, “Stewards of the Body”</b></p>	<p><b>3.1</b> explain why they have chosen the topic for a media text that they plan to create (<i>e.g., a class newspaper or pamphlet to inform parents about the achievements and activities of students in the class</i>), and identify challenges they may face in engaging and/or influencing their audience</p>
<p><b>Theme 2: Topic 1, “Analyzing Relationships”</b> <b>Theme 2: Topic 2, “Relationships and Communication”</b> <b>Theme 2: Topic 3, “Looking at Families”</b> <b>Theme 2: Topic 4, “Family Challenges”</b> <b>Theme 2: Topic 5, “Looking at Friendship”</b> <b>Theme 3: Topic 3, “Stewards of the Body”</b></p>	<p><b>3.2</b> identify an appropriate form to suit the specific purpose and audience for a media text they plan to create (<i>e.g., a website or multimedia presentation about a unit of study to present research findings to the class</i>), and explain why it is an appropriate choice</p>

<p><b>Theme 2: Topic 1,</b> “Analyzing Relationships”  <b>Theme 2: Topic 2,</b> “Relationships and Communication”  <b>Theme 2: Topic 3,</b> “Looking at Families”  <b>Theme 2: Topic 4,</b> “Family Challenges”  <b>Theme 2: Topic 5,</b> “Looking at Friendship”  <b>Theme 3: Topic 3,</b> “Stewards of the Body”</p>	<p><b>3.3</b> 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., <i>movie poster conventions:</i> title, images of the actors “in role”, positive quotations from reviewers; <i>movie poster techniques:</i> distinctive lettering, arresting or unusual layout or treatment of images)</p>
<p><b>Theme 2: Topic 1,</b> “Analyzing Relationships”  <b>Theme 2: Topic 2,</b> “Relationships and Communication”  <b>Theme 2: Topic 3,</b> “Looking at Families”  <b>Theme 2: Topic 4,</b> “Family Challenges”  <b>Theme 2: Topic 5,</b> “Looking at Friendship”  <b>Theme 3: Topic 3,</b> “Stewards of the Body”</p>	<p><b>3.4</b> produce a variety of media texts of some technical complexity or specific purposes and audiences, using appropriate forms, conventions, and techniques (e.g., <i>a class newspaper for parents; a class magazine for students in a lower grade; a multimedia report on a unit of study for geography; a website about the school for new students; a movie poster; an advertisement for a new product; a theatre review with commentary on the use of conventions and techniques for a class/school newspaper; a scene for a film based on a prose narrative; two media texts on the same subject using different media forms</i>)</p>
<p><b>Theme 2: Topic 1,</b> “Analyzing Relationships”  <b>Theme 2: Topic 2,</b> “Relationships and Communication”  <b>Theme 2: Topic 3,</b> “Looking at Families”  <b>Theme 2: Topic 4,</b> “Family Challenges”  <b>Theme 2: Topic 5,</b> “Looking at Friendship”  <b>Theme 3: Topic 3,</b> “Stewards of the Body”</p>	<p><b>4.1</b> identify what strategies they found most helpful in making sense of and creating media texts, and explain how these and other strategies can help them improve as media viewers/listeners/producers</p>
<p><b>Theme 2: Topic 1,</b> “Analyzing Relationships”  <b>Theme 2: Topic 2,</b> “Relationships and Communication”  <b>Theme 2: Topic 3,</b> “Looking at Families”  <b>Theme 2: Topic 4,</b> “Family Challenges”  <b>Theme 2: Topic 5,</b> “Looking at Friendship”  <b>Theme 3: Topic 3,</b> “Stewards of the Body”</p>	<p><b>4.2</b> explain how their skills in listening, speaking, reading, and writing help them to make sense of and produce media texts</p>

## MATHEMATICS

### Data Management and Probability

<p><b>Theme 1: Topic 4,</b> “Heredity and Environment”</p>	<ul style="list-style-type: none"> <li>collect data by conducting a survey or an experiment to do with themselves, their environment, issues in their school or community, or content from another subject and record observations or measurements</li> </ul>
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<b>Theme 1: Topic 4, “Heredity and Environment”</b>	<ul style="list-style-type: none"> <li>collect and organize categorical, discrete, or continuous primary data and secondary data (e.g., electronic data from websites such as E-Stat or Census At Schools) and display the data in charts, tables, and graphs (including relative frequency tables and circle graphs) that have appropriate titles, labels (e.g., appropriate units marked on the axes), and scales (e.g., with appropriate increments) that suit the range and distribution of the data, using a variety of tools (e.g., graph paper, spreadsheets, dynamic statistical software)</li> </ul>
<b>Theme 1: Topic 4, “Heredity and Environment”</b>	<ul style="list-style-type: none"> <li>select an appropriate type of graph to represent a set of data, graph the data using technology, and justify the choice of graph (i.e., from types of graphs already studied)</li> </ul>
<b>Theme 1: Topic 4, “Heredity and Environment”</b>	<ul style="list-style-type: none"> <li>read, interpret, and draw conclusions from primary data (e.g., survey results, measurements, observations) and from secondary data (e.g., temperature data or community data in the newspaper, data from the Internet about populations) presented in charts, tables, and graphs (including relative frequency tables and circle graphs)</li> </ul>

## SCIENCE AND TECHNOLOGY

### Understanding Life Systems

<b>Theme 4: Topic 2, “Decision Makers”</b> <b>Theme 5: Topic 2, “We Gather: Change and Work”</b>	<b>1.1</b> assess the impact of selected technologies on the environment
<b>Theme 4: Topic 2, “Decision Makers”</b> <b>Theme 5: Topic 2, “We Gather: Change and Work”</b>	<b>1.2</b> analyse the costs and benefits of selected strategies for protecting the environment
<b>Theme 4: Topic 2, “Decision Makers”</b> <b>Theme 5: Topic 2, “We Gather: Change and Work”</b>	<b>3.8</b> describe ways in which human activities and technologies alter balances and interactions in the environment (e.g., <i>clear-cutting a forest, overusing motorized water vehicles, managing wolf-killings in Yukon</i> )

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## SCIENCE AND TECHNOLOGY

### Understanding Structures and Mechanisms

<b>Theme 4: Topic 2, “Decision Makers”</b> <b>Theme 5: Topic 2, “We Gather: Change and Work”</b>	<b>1.1</b> evaluate the importance for individuals, society, the economy, and the environment of factors that should be considered in designing and building structures and devices to meet specific needs ( <i>e.g., function; efficiency; ease of use; user preferences; aesthetics; cost; intended lifespan; effect on the environment; safety, health, legal requirements</i> )
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## SCIENCE AND TECHNOLOGY

### Understanding Matter and Energy

<b>Theme 4: Topic 2, “Decision Makers”</b> <b>Theme 5: Topic 2, “We Gather: Change and Work”</b>	<b>1.1</b> assess positive and negative environmental impacts related to the disposal of pure substances ( <i>e.g., uranium</i> ) and mixtures ( <i>e.g., paint, sewage</i> )
<b>Theme 4: Topic 2, “Decision Makers”</b> <b>Theme 5: Topic 2, “We Gather: Change and Work”</b>	<b>1.2</b> assess the impact on society and the environment of different industrial methods of separating mixtures and solutions

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## SCIENCE AND TECHNOLOGY

### Understanding Earth and Space Systems

<b>Theme 4: Topic 2, “Decision Makers”</b> <b>Theme 5: Topic 2, “We Gather: Change and Work”</b>	<b>1.1</b> assess the social and environmental benefits of technologies that reduce heat loss or transfer ( <i>e.g., insulated clothing, building insulation, green roofs, energy-efficient buildings</i> )
<b>Theme 4: Topic 2, “Decision Makers”</b> <b>Theme 5: Topic 2, “We Gather: Change and Work”</b>	<b>1.2</b> assess the environmental and economic impacts of using conventional ( <i>e.g., fossil fuel, nuclear</i> ) and alternative forms of energy ( <i>e.g., geothermal, solar, wind, wave, biofuel</i> )



*Fully Alive* and  
**Curriculum Connections**

**Grade 8**

*Fully Alive* offers opportunities to address expectations in other curricular areas. The following chart shows where these correlations can be found in Grade 8.

## RELIGIOUS EDUCATION

### Living a Moral Life

<p><b>Theme 1: Topic 4</b>, “<i>The Mind: Acting Freely</i>”  <b>Theme 1: Topic 5</b>, “<i>Character</i>”  <b>Theme 2: Topic 3</b>, “<i>Wings</i>”  <b>Theme 2: Topic 4</b>, “<i>Friendship</i>”  <b>Theme 2: Topic 5</b>, “<i>Friendship and Stress</i>”  <b>Theme 3: Topic 1</b>, “<i>The Gift of Sexuality</i>”  <b>Theme 3: Topic 2</b>, “<i>Male and Female: In Relationship</i>”  <b>Theme 3: Topic 3</b>, “<i>Growth and Change</i>”  <b>Theme 3: Topic 4</b>, “<i>Young People: In Relationship</i>”  <b>Theme 3: Topic 6</b>, “<i>True Love</i>”  <b>Theme 4: Topic 1</b>, “<i>Commitment</i>”  <b>Theme 4: Topic 2</b>, “<i>Commitment to Others</i>”  <b>Theme 4: Topic 3</b>, “<i>Commitment to the Future</i>”  <b>Theme 5: Topic 1</b>, “<i>A Common Project</i>”  <b>Theme 5: Topic 2</b>, “<i>Understanding Justice</i>”  <b>Theme 5: Topic 3</b>, “<i>Some Issues in Social Justice</i>”  <b>Theme 5: Topic 4</b>, “<i>Growing Toward Social Justice</i>”</p>	<p><b>ML1.3</b> Using examples of moral dilemmas faced by young people, demonstrate how choosing to live a Christian moral life reflects a witness to God, a respect for personal dignity and promotes the common good for others. [CCC nos. 1700–1715; 2012–2051; 1928–1948]</p>
<p><b>Theme 4: Topic 3</b>, “<i>Commitment to the Future</i>”</p>	<p><b>ML2.1</b> Describe how the Holy Spirit and the Church’s teaching (i.e., Magisterium) form our consciences in assisting us to address the challenging moral situations that face society today. (Bestowed on us in Baptism and strengthened in the Sacrament of Confirmation, the Gifts of the Holy Spirit assist us in the formation of our conscience). [CCC nos. 1776–1802]</p>
<p><b>Theme 4: Topic 3</b>, “<i>Commitment to the Future</i>”</p>	<p><b>ML2.2</b> Explain the Church’s belief in the objective truth of the Word of God in Sacred Scripture (i.e., God’s revelation of salvation, faith and morals) and the important source and role that Sacred Scripture has in the examination and formation of conscience for Christian moral decision-making and daily living. [CCC nos. 1776–1789]</p>
<p><b>Theme 3: Topic 4</b>, “<i>Young People: In Relationship</i>”  <b>Theme 3: Topic 5</b>, “<i>The Gift of Fertility</i>”  <b>Theme 5: Topic 3</b>, “<i>Some Issues in Social Justice</i>”</p>	<p><b>ML2.3</b> Identify some of the moral situations that have arisen in society as a result of globalization, advances in technology and science and examine them in light of the Church’s moral teachings.</p>

<p><b>Theme 1: Topic 4,</b> <i>“The Mind: Acting Freely”</i></p> <p><b>Theme 1: Topic 5,</b> <i>“Character”</i></p> <p><b>Theme 3: Topic 6,</b> <i>“True Love”</i></p> <p><b>Theme 4: Topic 1,</b> <i>“Commitment”</i></p> <p><b>Theme 4: Topic 2,</b> <i>“Commitment to Others”</i></p> <p><b>Theme 4: Topic 3,</b> <i>“Commitment to the Future”</i></p>	<p><b>ML2.4</b> Link the need for commitment, turning away from sin, growth in virtue and faith to the process of forming and exercising a healthy (upright) conscience for moral decision making. [CCC nos. 1776–1789]</p>
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## RELIGIOUS EDUCATION

### Living in Communion

<p><b>Theme 1: Topic 5,</b> <i>“Character”</i></p>	<p><b>LC2.2</b> Define the gifts and fruits (perfections/virtues) of the Holy Spirit and explain how they are important in guiding our development as people who strive to live a holy life (e.g., find examples of everyday saints who exemplify the virtues). [CCC nos. 687–747]</p>
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## RELIGIOUS EDUCATION

### Living in Solidarity

<p><b>Theme 5: Topic 1,</b> <i>“A Common Project”</i></p> <p><b>Theme 5: Topic 2,</b> <i>“Understanding Justice”</i></p> <p><b>Theme 5: Topic 3,</b> <i>“Some Issues in Social Justice”</i></p> <p><b>Theme 5: Topic 4,</b> <i>“Growing Toward Social Justice”</i></p>	<p><b>LS1.1</b> Connect the principle of the ‘Common Good’ to its biblical source (Isaiah 10:1–2; Ephesians 4:1–7, 12; Matt. 25:35–40; Acts 2:44–45; Gal. 5:22–25; 1 John 4:7–10; John 10:11–18; Deuteronomy 30:19; Nehemiah 2:17–18) and relate the message of the scripture to Catholic social teachings found in several ecclesial sources (e.g. excerpts from Papal Encyclicals, Apostolic Letters and exhortations, Bishops’ pastoral letters or documents on social justice).</p>
<p><b>Theme 5: Topic 3,</b> <i>“Some Issues in Social Justice”</i></p> <p><b>Theme 5: Topic 4,</b> <i>“Growing Toward Social Justice”</i></p>	<p><b>LS1.3</b> Recognize signs of the growing human interdependence of the global community and identify ways it is challenging Catholic organizations and individuals in their mission of promoting social justice principles.</p>
<p><b>Theme 5: Topic 1,</b> <i>“A Common Project”</i></p> <p><b>Theme 5: Topic 2,</b> <i>“Understanding Justice”</i></p> <p><b>Theme 5: Topic 3,</b> <i>“Some Issues in Social Justice”</i></p> <p><b>Theme 5: Topic 4,</b> <i>“Growing Toward Social Justice”</i></p>	<p><b>LS2.2</b> Summarize the key principles of Catholic social justice and link them to the primary Christian values of love, promotion of life, reconciliation, inclusion, compassion, fidelity, liberation, community and hope. [CCC nos. 356–384; 1928–1933; 1391–1401]</p>

<p><b>Theme 5: Topic 1</b>, “<i>A Common Project</i>”  <b>Theme 5: Topic 2</b>, “<i>Understanding Justice</i>”  <b>Theme 5: Topic 3</b>, “<i>Some Issues in Social Justice</i>”  <b>Theme 5: Topic 4</b>, “<i>Growing Toward Social Justice</i>”</p>	<p><b>LS2.3</b> Define the Church’s social teaching with respect to personal responsibility (i.e., care of family and their education, conscientious work, etc.) and participation in public life (i.e., leadership, politics, culture, etc.) and give examples of how each promotes the good of individuals and the common good of society. [CCC nos. 356–384; 1928–1933; 1391–1401]</p>
<p><b>Theme 5: Topic 3</b>, “<i>Some Issues in Social Justice</i>”</p>	<p><b>LS3.3</b> Identify and describe some of the efforts the Church has made to continue Christ’s mission to spread the Good News to all people of the world (e.g., working with people from other religions on issues of social justice as a means to spread the Good News of Jesus Christ; witnessing to Christ through our work with those in need; participating in ecumenical and interfaith dialogue). [CCC nos. 830–856]</p>

## THE ARTS

### Drama

<p><b>Theme 1: Topic 4</b>, “<i>The Mind: Acting Freely</i>”  <b>Theme 2: Topic 1</b>, “<i>Building Bridges</i>”  <b>Theme 2: Topic 4</b>, “<i>Friendship</i>”</p>	<p><b>B1.1</b> engage actively in drama exploration and role play, with a focus on examining multiple perspectives and possible outcomes related to complex issues, themes, and relationships from a wide variety of sources and diverse communities (e.g., <i>identify significant perspectives related to an issue and assume roles to give voice to the different perspectives; use improvisation to communicate insights about life events and relationships; develop and present anthology dramas, short scripts, or multi-role plays for a single actor</i>)</p>
<p><b>Theme 1: Topic 4</b>, “<i>The Mind: Acting Freely</i>”  <b>Theme 2: Topic 1</b>, “<i>Building Bridges</i>”  <b>Theme 2: Topic 4</b>, “<i>Friendship</i>”</p>	<p><b>B1.3</b> plan and shape the direction of the drama by negotiating ideas and perspectives with others, both in and out of role (e.g., <i>In role: use group improvisation to work out a time line of events in a drama story; Out of role: use the talking stick in group discussion about the best way to resolve the drama’s central conflict</i>)</p>
<p><b>Theme 2: Topic 1</b>, “<i>Building Bridges</i>”</p>	<p><b>B2.1</b> construct personal interpretations of drama works, connecting drama issues and themes to social concerns at both the local and global level (e.g., <i>create a web with the main idea of the drama in the centre and words describing personal and global connections leading out from the centre; explain in discussion or a journal entry why they disagree or empathize with the motivations of a character</i>)</p>

## THE ARTS

### Music

<b>Theme 2: Topic 4, “Friendship”</b>	<b>C1.3</b> create musical compositions in a variety of forms for specific purposes and audiences (e.g., write lyrics and a melody for a protest song based upon a current social issue; compose a melodic theme for a computer game)
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## THE ARTS

### Visual Arts

<b>Theme 2: Topic 3, “Wings”</b> <b>Theme 2: Topic 4, “Friendship”</b> <b>Theme 3: Topic 1, “The Gift of Sexuality”</b> <b>Theme 5: Topic 3, “Some Issues in Social Justice”</b>	<b>D1.1</b> create art works, using a variety of traditional forms and current media technologies, that express feelings, ideas, and issues and that demonstrate an awareness of multiple points of view (e.g., create a collage that shows contrast between two points of view or a cause-and-effect relationship; create an art work on a current event or issue, using the conventions of sequential art or comics, or using found images and text to express a point of view in the style of a contemporary artist such as Martin Firrel, Jenny Holzer, or Barbara Kruger)
<b>Theme 2: Topic 1, “Building Bridges”</b> <b>Theme 2: Topic 3, “Wings”</b> <b>Theme 3: Topic 1, “The Gift of Sexuality”</b> <b>Theme 3: Topic 6, “True Love”</b> <b>Theme 5: Topic 3, “Some Issues in Social Justice”</b>	<b>D1.2</b> demonstrate an understanding of composition, using multiple principles of design and other layout considerations such as compositional triangles to create narrative art works or art works on a theme or topic (e.g., a figure drawing of a historically influential person that makes use of the whole paper or space to create a sense of unity and balance, with a single word or motif in the background; an abstract painting in which movement is created by using line, value, colour, and/or shape; a stop-motion animation that tells a simple story and that demonstrates the principle of movement through sequential images in which the character or object moves in relation to the frame)

<p><b>Theme 2: Topic 1, “Building Bridges”</b>  <b>Theme 2: Topic 3, “Wings”</b>  <b>Theme 3: Topic 1, “The Gift of Sexuality”</b>  <b>Theme 3: Topic 6, “True Love”</b>  <b>Theme 5: Topic 3, “Some Issues in Social Justice”</b></p>	<p><b>D1.3</b> use elements of design in art works to communicate ideas, messages, and understandings for a specific audience and purpose (<i>e.g., an illustration for a children’s book that uses colour and rhythm to appeal to its audience; a short movie or animation that uses space, time, and framing to highlight a contemporary issue; a portrait of a person made from junk-food or brand packaging to communicate an opinion, in the style of Giuseppe Arcimboldo’s series of allegorical portraits made from fruit, vegetables, and other unlikely objects such as pots and books</i>)</p>
<p><b>Theme 2: Topic 1, “Building Bridges”</b>  <b>Theme 3: Topic 1, “The Gift of Sexuality”</b>  <b>Theme 3: Topic 6, “True Love”</b>  <b>Theme 5: Topic 3, “Some Issues in Social Justice”</b></p>	<p><b>D1.4</b> use a variety of materials, tools, techniques, and technologies to determine solutions to increasingly complex design challenges or styles from two cultures</p>
<p><b>Theme 1: Topic 1, “The Wonder of Creation”</b></p>	<p><b>D2.1</b> interpret a variety of art works and identify the feelings, issues, themes, and social concerns that they convey (<i>e.g., hold a mock debate between artists on a topic such as the emotional impact of realist versus expressionist styles of art; compare art works in different artistic media that express a common theme, such as wartime suffering in the art work of Käthe Kollwitz and Francisco Goya; interpret images of social issues that are explored in historical art works, contemporary art works, and media arts</i>)</p>
<p><b>Theme 1: Topic 1, “The Wonder of Creation”</b></p>	<p><b>D2.3</b> demonstrate an understanding of how to read and interpret signs, symbols, and style in art works (<i>e.g., Horse and Train by Alex Colville as an allegory of the impact of the industrial age; the style of an artist or director of a film who is using compositional framing, point of view, and selective focus to guide the attention of the viewer or audience; the purposes of logos, icons, and images in advertisements; symbolic reuse and transformation of popular images or iconography as a form of commentary [“culture jamming”]; use of traditional Aboriginal symbols in contemporary art</i>)</p>
<p><b>Theme 1: Topic 1, “The Wonder of Creation”</b></p>	<p><b>D2.4</b> identify and explain their strengths, their interests, and areas for improvement as creators, interpreters, and viewers of art (<i>e.g., organize and participate in a non-competitive art show that documents the stages of the artistic process from artists’ statements, concept drawings, and photos of works in progress to the final art works; select, critique, and organize a display of personally meaningful images from their own portfolios; use feedback to evaluate the effectiveness of their own art works</i>)</p>



## GEOGRAPHY

### Global Inequalities: Economic Development and Quality of Life

<p><b>Theme 5: Topic 2, “Understanding Justice”</b></p>	<p><b>B1.2</b> analyse how various factors have affected the economies of specific developed and developing countries around the world (<i>e.g., with reference to foreign ownership of natural resources in Nigeria or Indonesia; colonial legacy in South Africa or Haiti; the debt load in Honduras or the United States; government expenditures in France or Mali</i>), and explain the interrelationship between these factors and quality of life in some of these countries (<i>e.g., war in Sudan has consumed economic resources and has led to a refugee crisis and extremely poor quality of life in refugee camps in Darfur; expenditures on education, health care, and social services in Norway have contributed to that country’s ranking at the top of the Human Development Index [HDI]</i>)</p>
<p><b>Theme 5: Topic 1, “A Common Project”</b>  <b>Theme 5: Topic 3, “Some Issues in Social Justice”</b></p>	<p><b>B1.3</b> assess the effectiveness of various programs and policies aimed at improving the quality of life in various countries (<i>e.g., with reference to governmental and non-governmental programs to provide clean water, improve literacy rates, provide drugs for people with HIV/AIDS, reduce the spread of malaria, reduce violence against women, reduce child labour or the use of child soldiers, promote fair trade, or develop alternative income programs</i>)</p>
<p><b>Theme 5: Topic 3, “Some Issues in Social Justice”</b></p>	<p><b>B2.1</b> formulate questions to guide investigations into issues related to global development and quality of life from a geographic perspective (<i>e.g., the social, political, and economic impact of educating girls or of the AIDS pandemic in sub-Saharan Africa; the social, political, economic, and/or environmental implications of fair trade; social, political, economic, and/or environmental considerations relating to the increase in foreign ownership of natural resources; the social, political, and economic impact of foreign debt or of forgiving a country’s foreign debt</i>)</p>

<p><b>Theme 5: Topic 1,</b> “<i>A Common Project</i>”  <b>Theme 5: Topic 2,</b> “<i>Understanding Justice</i>”  <b>Theme 5: Topic 3,</b> “<i>Some Issues in Social Justice</i>”</p>	<p><b>B2.6</b> communicate the results of their inquiries using appropriate vocabulary (<i>e.g., demography, per capita, quality of life, developed/developing countries, gross national product [GNP], gross domestic product [GDP], literacy rate, correlation, exploitation, competition, fair trade</i>) and formats appropriate for specific audiences (<i>e.g., create an interactive presentation on foreign debt in Africa, using an electronic white board; use GIS in a presentation on the impact of desertification; create a photo essay with accompanying text or oral comments on conditions in a city in the developing world; write an article for the school newspaper on the impact of water privatization</i>)</p>
<p><b>Theme 5: Topic 1,</b> “<i>A Common Project</i>”  <b>Theme 5: Topic 3,</b> “<i>Some Issues in Social Justice</i>”  <b>Theme 5: Topic 4,</b> “<i>Growing Toward Social Justice</i>”</p>	<p><b>B3.5</b> identify various groups and organizations that work to improve quality of life (<i>e.g., Free the Children, International Planned Parenthood Federation, Médecins sans frontières/Doctors without Borders, Right to Play, Water for People</i>), and describe their focus</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.

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## 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><b>Theme 1: Topic 4</b>, “<i>The Mind: Acting Freely</i>”  <b>Theme 1: Topic 5</b>, “<i>Character</i>”  <b>*Theme 3: Topic 1</b>, “<i>The Gift of Sexuality</i>”</p>	<p><b>Personal Safety and Injury Prevention</b>  <b>C2.2</b> demonstrate the ability to assess situations for potential dangers (e.g., <i>getting into a car with a stranger or an impaired, unlicensed, or inexperienced driver; dependencies or coercion in dating relationships; joining gangs; participating in violence; attending a party where alcohol or drugs are being used; using cosmetic procedures or treatments such as piercing, tattooing, crash diets, or tanning that involve potential health risks; exposure to infectious diseases through direct contact, sneezing, or coughing</i>), and apply strategies for avoiding dangerous situations [CT]</p>
<p><b>Theme 2: Topic 2</b>, “<i>Roots</i>”  <b>*Theme 3: Topic 3</b>, “<i>Growth and Change</i>”  <b>*Theme 3: Topic 4</b>, “<i>Young People: In Relationship</i>”</p>	<p><b>C3.2</b> analyse the impact of violent behaviours, including aggression, anger, swarming, dating violence, and gender-based or racially based violence, on the person being targeted, the perpetrator, and bystanders, and describe the role of support services in preventing violence (e.g., <i>help lines, school counselors, social workers, youth programs, shelters, restorative justice programs, gay-straight student alliances</i>) [CT]</p>
<p><b>Theme Two Virtue: Mercy</b>  <b>Theme 2: Topic 5</b>, “<i>Friendship and Stress</i>”  <b>*Theme 3: Topic 3</b>, “<i>Growth and Change</i>”</p>	<p><b>Substance Use, Addictions, and Related Behaviours</b>  <b>C2.3</b> explain how stress affects mental health and emotional well-being, and demonstrate an understanding of how to use a variety of strategies for relieving stress and caring for their mental health (e.g., <i>engaging in physical activity, listening to music, resting, meditating, talking with a trusted individual, practising smudging</i>) [PS]</p>
<p><b>Theme 1: Topic 4</b>, “<i>The Mind: Acting Freely</i>”  <b>Theme 1: Topic 5</b>, “<i>Character</i>”  <b>Theme 2: Topic 2</b>, “<i>Roots</i>”  <b>*Theme 3: Topic 1</b>, “<i>The Gift of Sexuality</i>”  <b>*Theme 3: Topic 2</b>, “<i>Male and Female: In Relationship</i>”  <b>*Theme Three Virtue: Chastity</b>  <b>*Theme 3: Topic 3</b>, “<i>Growth and Change</i>”  <b>*Theme 3: Topic 4</b>, “<i>Young People: In Relationship</i>”  <b>*Theme 3: Topic 5</b>, “<i>The Gift of Fertility</i>”</p>	<p><b>Human Development and Sexual Health</b>  <b>C1.4</b> identify and explain factors that can affect an individual’s decisions about sexual activity (e.g., <i>previous thinking about reasons to wait, including making a choice to delay sexual activity and establishing personal limits; perceived personal readiness; peer pressure; desire; curiosity; self-concept; awareness and acceptance of gender identity and sexual orientation; physical or cognitive disabilities and possible associated assumptions; legal concerns; awareness of health risks, including risk of STIs and blood-borne infections; concerns about risk of pregnancy; use of alcohol or drugs; personal or family values; religious beliefs; cultural teachings; access to information; media messages</i>), and identify sources of support regarding sexual health (e.g., <i>a health professional [doctor, nurse, public health practitioner], a community elder, a teacher, a religious leader, a parent or other trusted adult, a reputable website</i>) [PS]</p>

<p><b>Theme 1: Topic 1</b>, “<i>The Wonder of Creation</i>”  <b>*Theme 3: Topic 1</b>, “<i>The Gift of Sexuality</i>”  <b>*Theme 3: Topic 3</b>, “<i>Growth and Change</i>”</p>	<p><b>C1.5</b> demonstrate an understanding of gender identity (e.g., male, female, two-spirited, transgender, transsexual, intersex), gender expression, and sexual orientation (e.g., heterosexual, gay, lesbian, bisexual), and identify factors that can help individuals of all identities and orientations develop a positive self-concept [PS]</p>
<p><b>Theme 1: Topic 4</b>, “<i>The Mind: Acting Freely</i>”  <b>Theme 1: Topic 5</b>, “<i>Character</i>”  <b>*Theme 3: Topic 1</b>, “<i>The Gift of Sexuality</i>”  <b>*Theme Three Virtue: Chastity</b>  <b>*Theme 3: Topic 3</b>, “<i>Growth and Change</i>”  <b>*Theme 3: Topic 4</b>, “<i>Young People: In Relationship</i>”  <b>*Theme 3: Topic 5</b>, “<i>The Gift of Fertility</i>”</p>	<p><b>C2.4</b> demonstrate an understanding of aspects of sexual health and safety, including contraception and condom use for pregnancy and STI prevention, the concept of consent, and matters they need to consider and skills they need to use in order to make safe and healthy decisions about sexual activity (e.g., self-knowledge; abstinence; delaying first intercourse; establishing, discussing, and respecting boundaries; showing respect; need for additional information and support; safer sex and pleasure; communication, assertiveness, and refusal skills) [IS, CT]</p>
<p><b>Theme 2: Topic 1</b>, “<i>Building Bridges</i>”  <b>Theme 2: Topic 4</b>, “<i>Friendship</i>”  <b>*Theme 3: Topic 2</b>, “<i>Male and Female: In Relationship</i>”  <b>*Theme 3: Topic 4</b>, “<i>Young People: In Relationship</i>”  <b>Theme 3: Topic 6</b>, “<i>True Love</i>”</p>	<p><b>C3.3</b> analyse the attractions and benefits associated with being in a relationship (e.g., support, understanding, camaraderie, pleasure), as well as the benefits, risks, and drawbacks, for themselves and others, of relationships involving different degrees of sexual intimacy (e.g., hurt when relationships end or trust is broken; in more sexually intimate relationships, risk of STIs and related risk to future fertility, unintended pregnancy, sexual harassment and exploitation; potential for dating violence) [IS, CT]</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 appropriate listening behaviour by adapting active listening strategies to suit a wide variety of situations, including work in groups

- extend an understanding of oral texts, including increasingly complex or difficult texts, by connecting, comparing, and contrasting the ideas and information in them to their own knowledge, experience, and insights, to other texts, including print and visual texts, and to the world around them
- communicate in a clear, coherent manner, using a structure and style appropriate to the purpose, the subject matter, and the intended audience

The expectations for Reading include:

- demonstrate an understanding of increasingly complex and difficult texts by summarizing important ideas and explaining how the details support the main idea
- extend an understanding of texts, including increasingly complex or difficult 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 wide range of print and electronic resources
- write complex texts of a variety of lengths using a wide range of forms
- use parts of speech correctly to communicate their meaning clearly, with a focus on subject/verb agreement and the use of nouns, pronouns, adjectives, adverbs, and prepositions

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><b>Theme 3: Topic 3, “Growth and Change”</b></p>	<p><b>1.1</b> explain how a variety of media texts address their intended purpose and audience (<i>e.g., this stage production based on a popular novel uses music and lighting to enhance the original and appeal to its fans; this commercial for a sports car uses fast-paced editing and rock music to appeal to the target audience – young, single men and women</i>)</p>
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<p><b>Theme 2: Topic 3, “Wings”</b>  <b>Theme 3: Topic 3, “Growth and Change”</b></p>	<p><b>1.2</b> interpret increasingly complex or difficult media texts, using overt and implied messages as evidence for their interpretations (<i>e.g., compare the coverage of a lead story in a morning newspaper to the coverage of that story on the evening news; compare the order in which news stories are reported on two different television channels and suggest reasons for the differences; compare the treatment of a historical figure in a movie to his or her treatment in a print biography</i>)</p>
<p><b>Theme 2: Topic 3, “Wings”</b>  <b>Theme 3: Topic 3, “Growth and Change”</b>  <b>Theme 3: Topic 4, “Young People: In Relationship”</b></p>	<p><b>1.3</b> evaluate the effectiveness of the presentation and treatment of ideas, information, themes, opinions, issues, and/or experiences in media texts (<i>e.g., explain how a series of newspaper stories on a controversial issue captured and maintained their interest; explain the similarities and differences in the treatment of a particular topic or theme in different media texts and evaluate the relative effectiveness of the treatments; as a class, evaluate the media’s coverage of a social or environmental issue over a two-week period</i>)</p>
<p><b>Theme 2: Topic 3, “Wings”</b>  <b>Theme 3: Topic 3, “Growth and Change”</b>  <b>Theme 3: Topic 4, “Young People: In Relationship”</b></p>	<p><b>1.4</b> explain why different audiences (<i>e.g., with respect to gender, age, culture, race, income level</i>) might have different responses to a variety of media texts (<i>e.g., predict how a member of a particular age/gender/ethnocultural/socio-economic group might react to a controversial article in a print or online news magazine and give reasons for their prediction</i>)</p>
<p><b>Theme 2: Topic 3, “Wings”</b>  <b>Theme 3: Topic 3, “Growth and Change”</b></p>	<p><b>1.5</b> demonstrate understanding that different media texts reflect different points of view and that some texts reflect multiple points of view (<i>e.g., a television broadcast of a sports game presents the views of fans, the announcers, the sponsors, and the television network; different media texts represent people of different age, gender, income level, or ethnocultural background differently, communicating obvious or subtle messages that might indicate bias or stereotyping; different points of view are often presented in a news report of a conflict</i>)</p>
<p><b>Theme 2: Topic 3, “Wings”</b>  <b>Theme 3: Topic 3, “Growth and Change”</b>  <b>Theme 3: Topic 4, “Young People: In Relationship”</b></p>	<p><b>1.6</b> identify who produces different media texts and determine the commercial, ideological, political, cultural, and/or artistic interests or perspectives that the texts may involve (<i>e.g., a music company’s interest in a recording may be different from that of the artist; the company that produces a video game and the game’s creator may have different views on how the game should be promoted</i>)</p>

<p><b>Theme 2: Topic 3, “Wings”</b>  <b>Theme 3: Topic 3, “Growth and Change”</b></p>	<p><b>2.1</b> explain how individual elements of various media forms combine to create, reinforce, and/or enhance meaning (<i>e.g., print advertisements use text, images, colour, different fonts, and different camera angles in a seamless combination to create an effect</i>)</p>
<p><b>Theme 2: Topic 3, “Wings”</b>  <b>Theme 3: Topic 3, “Growth and Change”</b></p>	<p><b>2.2</b> identify the conventions and techniques used in a variety of media forms and explain how they help convey meaning and influence or engage the audience (<i>e.g., website conventions: home pages provide users with a convenient preview of the types of information available; website techniques: “sidebars” with inviting audio/video elements entice viewers to browse and explore new topics that might not have been their first priority</i>)</p>
<p><b>Theme 1: Topic 5, “Character”</b>  <b>Theme 2: Topic 1, “Building Bridges”</b>  <b>Theme 3: Topic 1, “The Gift of Sexuality”</b>  <b>Theme 4: Topic 1, “Commitment”</b></p>	<p><b>3.1</b> explain why they have chosen the topic for a media text that they plan to create (<i>e.g., a poster advertising a class fund-raising campaign to appeal to local parent groups, businesses, or service organizations</i>), and identify challenges they may face in engaging and/or influencing their intended audience</p>
<p><b>Theme 1: Topic 5, “Character”</b>  <b>Theme 2: Topic 1, “Building Bridges”</b>  <b>Theme 3: Topic 1, “The Gift of Sexuality”</b>  <b>Theme 4: Topic 1, “Commitment”</b></p>	<p><b>3.2</b> identify an appropriate form to suit the specific purpose and audience for a media text they plan to create (<i>e.g., a multimedia presentation about their class or grade, to be presented to parents during graduation ceremonies</i>) and explain why it is an appropriate choice</p>
<p><b>Theme 1: Topic 5, “Character”</b>  <b>Theme 2: Topic 1, “Building Bridges”</b>  <b>Theme 3: Topic 1, “The Gift of Sexuality”</b>  <b>Theme 4: Topic 1, “Commitment”</b></p>	<p><b>3.3</b> 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 (<i>e.g., conventions in advertisements for a product to appeal to different age groups among the students: text, images, “free offer” promotional gimmicks; techniques: use of age-appropriate content in all elements of the advertisement</i>)</p>



<p><b>Theme 1: Topic 5, “Character”</b>  <b>Theme 2: Topic 1, “Building Bridges”</b>  <b>Theme 3: Topic 1, “The Gift of Sexuality”</b>  <b>Theme 4: Topic 1, “Commitment”</b></p>	<p><b>3.4</b> produce a variety of media texts of some technical complexity for specific purposes and audiences, using appropriate forms, conventions, and techniques (e.g., a multimedia presentation examining two or more elements of a narrative, such as theme, plot, setting, or character; a one-minute video advertising a class fundraising project; a website based on the content of a unit of study; a report on school sports events to be presented during morning announcements; magazine advertisements for a particular product, aimed at different age groups among the students in the school; an interview with a family member about his or her cultural heritage for publication in a school or community magazine/newspaper; a public-service announcement on a current issue that is relevant to their fellow students, such as daily physical activity, literacy, or bullying; a storyboard for a video of a favourite song that is not available as a video)</p>
<p><b>Theme 1: Topic 5, “Character”</b>  <b>Theme 2: Topic 1, “Building Bridges”</b>  <b>Theme 3: Topic 1, “The Gift of Sexuality”</b>  <b>Theme 4: Topic 1, “Commitment”</b></p>	<p><b>4.1</b> identify what strategies they found most helpful in making sense of and creating media texts, and explain how these and other strategies can help them improve as media viewers/listeners/producers</p>
<p><b>Theme 1: Topic 5, “Character”</b>  <b>Theme 2: Topic 1, “Building Bridges”</b>  <b>Theme 3: Topic 1, “The Gift of Sexuality”</b>  <b>Theme 4: Topic 1, “Commitment”</b></p>	<p><b>4.2</b> explain how their skills in listening, speaking, reading, and writing help them to make sense of and produce media texts</p>

## MATHEMATICS

### Data Management and Probability

<p><b>Theme 3: Topic 3, “Growth and Change”</b></p>	<ul style="list-style-type: none"> <li>collect data by conducting a survey or an experiment to do with themselves, their environment, issues in their school or community, or content from another subject and record observations or measurements</li> </ul>
<p><b>Theme 3: Topic 3, “Growth and Change”</b></p>	<ul style="list-style-type: none"> <li>collect and organize categorical, discrete, or continuous primary data and secondary data (e.g., electronic data from websites such as E-Stat or Census At Schools) and display the data in charts, tables, and graphs (including histograms and scatter plots) that have appropriate titles, labels (e.g., appropriate units marked on the axes), and scales (e.g., with appropriate increments) that suit the range and distribution of the data, using a variety of tools (e.g., graph paper, spreadsheets, dynamic statistical software)</li> </ul>

<p><b>Theme 3: Topic 3, “Growth and Change”</b></p>	<ul style="list-style-type: none"> <li>• select an appropriate type of graph to represent a set of data, graph the data using technology, and justify the choice of graph (i.e., from types of graphs already studied, including histograms and scatter plots)</li> </ul>
<p><b>Theme 3: Topic 3, “Growth and Change”</b></p>	<ul style="list-style-type: none"> <li>• read, interpret, and draw conclusions from primary data (e.g., survey results, measurements, observations) and from secondary data (e.g., election data or temperature data from the newspaper, data from the Internet about lifestyles) presented in charts, tables, and graphs (including frequency tables with intervals, histograms, and scatter plots)</li> </ul>

## Made in the Image and Likeness of God

- 355 “God created man in his own image, in the image of God he created him, male and female he created them.” Man occupies a unique place in creation: (I) he is “in the image of God”; (II) in his own nature he unites the spiritual and material worlds; (III) he is created “male and female”; (IV) God established him in his friendship.
- 356 Of all visible creatures only man is “able to know and love his creator”. He is “the only creature on earth that God has willed for its own sake”, and he alone is called to share, by knowledge and love, in God’s own life. It was for this end that he was created, and this is the fundamental reason for his dignity:
- 357 Being in the image of God the human individual possesses the dignity of a person, who is not just something, but someone. He is capable of self-knowledge, of self-possession and of freely giving himself and entering into communion with other persons and he is called by grace to a covenant with his Creator, to offer him a response of faith and love that no other creature can give in his stead.
- 362 The human person, created in the image of God, is a being at once corporeal and spiritual. The biblical account expresses this reality in symbolic language when it affirms that “then the LORD God formed man of dust from the ground, and breathed into his nostrils the breath of life; and man became a living being.” Man, whole and entire, is therefore *willed* by God.
- 363 In Sacred Scripture the term “soul” often refers to human *life* or the entire human *person*. But “soul” also refers to the innermost aspect of man, that which is of greatest value in him, that by which he is most especially in God’s image: “soul” signifies the *spiritual principle* in man.
- 364 The human body shares in the dignity of “the image of God”: it is a human body precisely because it is animated by a spiritual soul, and it is the whole human person that is intended to become, in the body of Christ, a temple of the Spirit:
- Man, though made of body and soul, is a unity. Through his very bodily condition he sums up in himself the elements of the material world. Through him they are thus brought to their highest perfection and can raise their voice in praise freely given to the Creator. For this reason man may not despise his bodily

life. Rather he is obliged to regard his body as good and to hold it in honor since God has created it and will raise it up on the last day.

- 365 The unity of soul and body is so profound that one has to consider the soul to be the “form” of the body: i.e., it is because of its spiritual soul that the body made of matter becomes a living, human body; spirit and matter, in man, are not two natures united, but rather their union forms a single nature.