

Our Language, Our Story: Curriculum Connections

Division: Intermediate

Subject: Health & Physical Education

Strand: Healthy Living

Overall Expectations

Grade 7	Grade 8
<ul style="list-style-type: none"> • relate healthy eating practices and active living to body image and self-esteem • explain how harassment relates to personal safety • apply living skills to deal with peer pressure related to substance use and abuse 	<ul style="list-style-type: none"> • adopt personal goals that reflect healthy eating practices • identify local support groups and community organizations (e.g., public health offices) that provide information or services related to health and well-being • analyse situations that are potentially dangerous to personal safety (e.g., gang violence) and determine how to seek assistance • apply living skills (e.g., decision-making, problem-solving, and refusal skills) to respond to matters related to sexuality, drug use, and healthy eating habits

Virtues and Themes: Possible Connections

<p>Theological Virtue: Love The theological virtue of love is God's gift to us at Baptism. The gift of Christian love transforms the character of our will, with a <i>disposition</i> to love God above all things and to love others as God loves them. This was the great insight of St. Thérèse, who said, <i>we have been made by love for love.</i></p>	<p>We have been created in love to live in love - of God, neighbour and self. We are called to practice this love by caring for our bodies with good food, practicing safety, and using medicines and drugs properly. We can share this love by teaching our friends and family members these same practices. All these things can be signs of our love for God, who gave us the gift of life, for ourselves, and for our neighbours.</p>
<p>Cardinal Virtue: Temperance Temperance implies behaviour that is in moderation and stays away from excesses. For example: forming healthy friendships instead of treating persons as sexual objects (chastity), moderation in eating and drinking... so that we can live a fully human life as God intended for us in Christ.</p>	<p>Temperance is about practicing healthy balance in our lives - in the food we eat, in our relationships, and in the substances we ingest. God created us to live a fully human life. Practicing the virtue of temperance will help us move toward this goal in our lives.</p>
<p>Catholic Character Theme: Stewardship Persons "who practice stewardship recognize God as the origin of life, the giver of freedom and the source of all they have and are and will be. They know themselves to be recipients and caretakers of God's many gifts."</p>	<p>Stewardship for the gift of ourselves and our relationships is part of our calling as children of God. As individuals, God has given us the sacred gifts of our bodies, talents and souls. Each of these gifts has their own sets of God-given laws, and it is up to us to respect their laws by looking after them. Stewardship implies going beyond simply caring for our gifts. It involves developing these gifts for our own good and for the good of others. Knowing how to analyze situations and make wise decisions, to deal with peer pressure and to solve problems will make us better stewards of ourselves, and of our relationships with others.</p>
<p>Catholic Character Theme: Compassion Our true character is expressed when we show compassion for one another. Compassion is present whenever there is acceptance and care for the</p>	<p>We are made in the image and likeness of God, who has compassionately reached out to a struggling humanity in Jesus Christ. Compassion compels us to reach out in the same way to others who are struggling. This can mean offering assistance to a classmate in need, being inclusive in social settings, helping others to avoid dangerous situations or extending help to persons who are sick or living in unsafe</p>

struggling members of our Catholic schools.	situations beyond the boundaries of our immediate communities.
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Support Resources:

Journey Activities

Grade 7	Grade 8
<p>CGE 3c – A Reflective, Creative and Holistic Thinker: Thinks reflectively and creatively to evaluate situations and solve problems.</p> <p>CGE 3d – A Reflective, Creative and Holistic Thinker: Makes decisions in light of gospel values with an informed moral conscience.</p>	<p>CGE 4e- A Self-Directed, Responsible, Lifelong learner: Sets appropriate goals and priorities in school, work and personal life.</p>
<p>Students will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discuss reasons why some people turn to substances to help them with problems. <input type="checkbox"/> List strategies in which people can deal with problems in a healthy and positive manner. <input type="checkbox"/> Create scenarios that require students to use a decision making model in regards to making informed decisions regarding drug use. 	<p>Students will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyze over one week the food they eat to determine their personal healthy eating habits. <input type="checkbox"/> Examine the reasons why maintaining a good diet is a healthy decision as opposed to dieting for peer/media acceptance. <input type="checkbox"/> Create a monthly plan to address how they will improve their diet to reflect making more nutritious choices. <input type="checkbox"/> Recognize individuals that can help them attain goals and support them in their efforts.

Curriculum Frameworks

<http://www.eoccc.org/onlinefw/onlineframeworks.html>

<p>Grade 6-7</p> <p>Framework 1. Theme: <i>Love and Justice</i></p> <p>Framework 4. Theme: <i>Dignity of the Human Person</i></p> <p>Framework 5. Theme: <i>Mystery, Wonder and Awe</i></p>	<p>Grade 7</p> <p>Framework 1. Theme: <i>Dignity of the Human Person</i></p> <p>Framework 2. Theme: <i>Faith</i></p>
<p>Grade 7-8</p> <p>Framework 1. Theme: <i>Faith</i></p> <p>Framework 3. Theme: <i>Hope</i></p> <p>Framework 5. Theme: <i>Mystery, Wonder & Awe</i></p>	<p>Grade 8</p> <p>Framework 1. Theme: <i>Stewardship for Creation</i></p> <p>Framework 4. Theme: <i>Hope</i></p> <p>Framework 5. Theme: <i>Dignity of the Human Person</i></p> <p>Framework 6. Theme: <i>Peace</i></p>

Curriculum Support for Catholic Schools

<http://www.eoccc.org/csfcs>

<p>Catholic Theme: Stewardship for Creation</p> <p>http://www.eoccc.org/csfcs/themes/creation.html</p>	<p>Catholic Theme: Human Rights & Responsibilities</p> <p>http://www.eoccc.org/csfcs/themes/humanrights.html</p>
<p>Anchor Concept: Distribution</p> <p>http://www.eoccc.org/csfcs/concepts/adistribution.html</p> <p>Anchor Concept: Lifestyle</p> <p>http://www.eoccc.org/csfcs/concepts/alifestyle.html</p>	<p>Anchor Concept: Stewardship</p> <p>http://www.eoccc.org/csfcs/concepts/astewardship.html</p> <p>Catholic Theme: Love and Justice</p> <p>http://www.eoccc.org/csfcs/themes/lovejustice.html</p>