

Our Language, Our Story: Curriculum Connections

Division: Junior

**Subject: Health & Physical
Education**

Strand: Active Participation

Overall Expectations

Grade 4	Grade 5	Grade 6
<p>By the end of Grade 4, students will:</p> <ul style="list-style-type: none"> • participate on a regular basis in physical activities that maintain or improve physical fitness (e.g., tag games); • identify the benefits of physical fitness; • apply living skills – such as goal setting, conflict-resolution techniques, and interpersonal skills (e.g., playing fairly, co-operating, behaving respectfully) – to physical activities (e.g., games, gymnastics, dance, outdoor pursuits); • demonstrate a variety of interpersonal skills (e.g., playing fairly, co-operating, behaving respectfully); • follow safety procedures related to physical activity, equipment, and facilities. 	<p>By the end of Grade 5, students will:</p> <ul style="list-style-type: none"> • participate on a regular basis in physical activities that maintain or improve physical fitness (e.g., one-on-one or two-on-two soccer-type games) • identify the components of physical fitness and describe physical activities that improve these components; • apply living skills (e.g., goal setting, conflict-resolution techniques, and interpersonal skills that contribute to positive group interaction) to physical activities (e.g., games, gymnastics, dance, outdoor pursuits); • follow safety procedures related to physical activity, equipment, and facilities. 	<p>By the end of Grade 6, students will:</p> <ul style="list-style-type: none"> • participate on a regular basis in physical activities that maintain or improve physical fitness (e.g., rope skipping to music); • apply living skills, including interpersonal skills, in physical activities (e.g., games, gymnastics, dance, outdoor pursuits) and describe the benefits of using these skills in a variety of physical activities; • follow safety procedures related to physical activity, equipment, and facilities, and begin to take responsibility for their own safety.

Virtues and Themes: Possible Connections

<p>Theological Virtue: Faith Faith gives us a new way... of seeing: seeing God, ourselves and everything around us; of believing: what Christ has taught us in the Gospels and handed on to us through His Church.</p>	<p>As Catholic educators, we approach all subjects through the eyes of faith. Our regular participation in fitness activities, development of safe and healthy living skills and positive group interaction all help us grow to our fullest human potential - to the glory of God our Creator, and for the service of all God's children.</p>
<p>Theological Virtue: Hope Hopeful people live the Gospel with joy; they work for peace and justice on earth despite facing many obstacles.</p>	<p>Physical skill development and fitness are processes which require the dedication that springs from Christian hope. As people of hope, we believe Jesus has overcome the power of sin and death in our world, and teach them that life is worth living, and living well! We encourage young people to live with hope despite obstacles and difficulties through the cultivation and application of safe and healthy living skills and daily at physical fitness activity.</p>
<p>Catholic Character Theme: Solidarity We belong to one another as a community, and if one member suffers, all of us are suffering. In Solidarity, we bear one another's burdens and defend one another's dignity as children of God.</p>	<p>Students can practice solidarity through the development of living skills such as conflict resolution techniques, behaving respectfully and positive group interaction in playful game situations. Teachers can ensure that groups are constantly changing to give students abundant opportunities to interact with one another. Conflicts can be resolved using a 'What Would Jesus Do?' approach. In some situations Jesus would consent to go last or be <i>it</i>. In other situations, Jesus would stand up for someone being teased or left out. All these are opportunities for growing in solidarity with others.</p>
<p>Catholic Character Theme: Stewardship Stewardship is about caring for the gifts God has entrusted to us. We are called to be good stewards of our talents, our bodies, our souls, our communities and of God's creation</p>	<p><i>Active Participation</i> requires students to participate in regular physical fitness to improve their physical condition. When our bodies are viewed as God's creation that has been entrusted to us, the requirement to be active becomes a call of faith. Simple reminders (during warm-up stretches) that our bodies are created by God are a subtle way to get students thinking about the call to be good stewards of their bodies by being physically active.</p>

Support Resources:

Journey Activities

Grade 4	Grade 5	Grade 6
<p>CGE 5g – Catholic Graduate Expectation A collaborative contributor: achieves excellence, originality, and integrity in one's own work, and supports these qualities in the</p>	<p>CGE 4h – Catholic Graduate Expectation A self-directed, responsible, life long learner: participates in leisure and fitness activities for a balanced and healthy lifestyle.</p>	<p>CGE 4c – Catholic Graduate Expectation A self-directed, responsible, life long learner: takes initiative and demonstrates</p>

work of others Christian leadership.		
Students will: <input type="checkbox"/> Work with a partner or a small group of students and provide constructive feedback to improve or refine movement skills. <input type="checkbox"/> Demonstrate a skill to a small group and/or the class and explain the key components of the movement. <input type="checkbox"/> Work cooperatively with members of a small group or team to accomplish a specific goal.	Students will: <input type="checkbox"/> Work with a small group to develop a dance step sequence or choreography <input type="checkbox"/> Demonstrate an appreciation of nature and the outdoors by identifying fitness activities that can be done during different seasons <input type="checkbox"/> Participate in a variety of physical activities individually, with a partner, and as a family to improve fitness.	Students will: <input type="checkbox"/> Develop a personal fitness warm up routine to share with class. <input type="checkbox"/> Set goals and monitor the success of a short term fitness program. <input type="checkbox"/> Develop and lead a small group of students (either from the same grade or from a younger grade) in the demonstration of a movement sequence or dance. <input type="checkbox"/> Develop and teach other students a new initiative, game or modified sport.

Curriculum Frameworks http://www.eoccc.org/onlinefw/onlineframeworks.html	
Grade 3-4 Framework 2. Theme: Peace Framework 3. Theme: Mystery, Wonder and Awe Framework 6: Theme: Hope	Grade 4 Framework 1. Theme: Love and Justice Framework 2: Theme: Community and the Common Good Framework 3. Theme: Mystery, Wonder and Awe Framework 4. Theme: Stewardship for Creation Framework 5: Theme: Human Rights and Responsibilities Framework 6: Theme: Dignity of Work and Service
Grade 4-5 Framework 1. Theme: Mystery, Wonder and Awe Framework 2. Theme: Community and the Common Good Framework 3. Theme: Peace Framework 4. Theme: Dignity of Person Framework 5: Theme: Human Rights and Responsibilities Framework 6: Theme: Stewardship for Creation	Grade 5 Framework 1. Theme: Peace Framework 2. Theme: Dignity of Work and Service Framework 3. Theme: Mystery, Wonder and Awe Framework 4. Theme: Human Rights and Responsibilities Framework 5: Theme: Stewardship for Creation Framework 6: Theme: Community and the Common Good
Grade 5-6 Framework 2. Theme: Human Rights and Responsibilities Framework 3. Theme: Community and Common Good Framework 4. Theme: Stewardship for Creation Framework 5: Theme: Mystery, Wonder and Awe Framework 6: Theme: Dignity of Work and Service	Grade 6 Framework 1. Theme: Mystery, Wonder and Awe Framework 2. Theme: Dignity of Work and Service Framework 3. Theme: Community and the Common Good Framework 4. Theme: Human Rights and Responsibilities Framework 5: Theme: Stewardship for Creation Framework 6: Theme: Dignity of the Human Person
Grade 6-7 Framework 1. Theme: Love and Justice Framework 2. Theme: Stewardship for Creation Framework 3. Theme: Peace Framework 4. Theme: Dignity of the Human Person Framework 5: Theme: Mystery, Wonder and Awe Framework 6: Theme: Hope	

Curriculum Support for Catholic Schools http://www.eoccc.org/csfc	
Catholic Theme: <i>Love and Justice</i> http://www.eoccc.org/csfc/themes/lovejustice.html	Anchor Concept: <i>Justice</i> http://www.eoccc.org/csfc/concepts/ajustice.html
Catholic Theme: <i>Stewardship for Creation</i> http://www.eoccc.org/csfc/themes/creation.html	Anchor Concept: <i>Lifestyle</i> http://www.eoccc.org/csfc/concepts/alifestyle.html
Catholic Theme: <i>Faith</i> http://www.eoccc.org/csfc/themes/faith.html	Catholic Theme: <i>Faith</i> http://www.eoccc.org/csfc/concepts/afaith.html
Catholic Theme: <i>Hope</i> http://www.eoccc.org/csfc/themes/hope.html	Anchor Concept: <i>Solidarity</i> http://www.eoccc.org/csfc/concepts/asolidarity.html

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