

## Our Language, Our Story: Curriculum Connections

**Division: Junior**

**Subject: Health & Physical Education**

**Strand: Fundamental Movement Skills**

### Overall Expectations

Grade 4	Grade 5	Grade 6
<p>By the end of Grade 4, students will:</p> <ul style="list-style-type: none"> <li>• perform the movement skills required to participate in lead-up games, gymnastics, dance, and outdoor pursuits: locomotion/travelling (e.g., sliding, gliding), manipulation (e.g., kicking, trapping), and stability (e.g., putting their weight on different body parts);</li> <li>• demonstrate the principles of movement in acquiring and then beginning to refine movement skills (e.g., combining directions and levels in sequence).</li> </ul>	<p>By the end of Grade 2, students will:</p> <ul style="list-style-type: none"> <li>• perform the movement skills required to participate in games, gymnastics, dance, and outdoor pursuits alone and with others: locomotion/travelling (e.g., running in patterns in game activities), manipulation (e.g., catching, throwing), and stability (e.g., transferring their weight);</li> <li>• demonstrate the principles of movement while refining their movement skills (e.g., matching the movements of a partner in a sequence).</li> </ul>	<p>By the end of Grade 3, students will:</p> <ul style="list-style-type: none"> <li>• perform movement skills in the kind of combinations that are required in a variety of modified games, gymnastics, dance, and outdoor pursuits: <i>locomotion/travelling</i> (e.g., running, jumping, and hopping in combination, as performed in basketball or in a triple jump), <i>manipulation</i> (e.g., stepping sideways to get in position to bump or volley a ball, as performed in volleyball), and <i>stability</i> (e.g., running and jumping and landing, as in long jump);</li> <li>• demonstrate the principles of movement while refining movement skills (e.g., combining body shapes and movements with changes in direction as in a dance or gymnastics routine).</li> </ul>

### Virtues and Themes: Possible Connections

<p><b>Theological Virtue: Love</b> The theological virtue of love enables us to love God above all things and to love others as God loves them. Love is visible in our Catholic schools wherever the kindness, service, and self-giving of Jesus are found.</p>	<p>Love can be demonstrated on a regular basis whenever students interact. As they engage in sports, games and drills, there are many opportunities for practicing kindness and giving of self. Students can strive to make visible the virtue of love as they work at perfecting their movement skills one-on-one, in groups or in teams.</p>
<p><b>Cardinal Virtue: Temperance</b> Temperance (moderation) is the practice of enjoying life's pleasures in keeping with the call of the Gospel. A temperate person strives...</p> <ul style="list-style-type: none"> <li>- to exercise moderation in eating and drinking,</li> <li>- to exercise self-control in emotional expression</li> <li>- to practice balance in living responsibly</li> <li>- to form chaste, healthy friendships,</li> <li>- to be honest about who they are (humility).</li> </ul>	<p>Learning about fundamental movement skills can be an occasion to practice temperance. As students begin to use their skills in play situations, they need also to learn to exercise moderation. They must practice self-control to ensure fair and skillful play. They must learn to be humble about their accomplishments, winning graciously and losing with dignity or simply participating in the joy of friendship through recreation. If they wish to continue enjoying physical fitness, they will also need to practice balance in diet, sleep and exercise. All of these are part of a temperate life.</p>
<p><b>Catholic Character Theme: Stewardship</b> 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>We are responsible for being good stewards of our gifts, including the gift of our body. This means caring for ourselves and working to develop our movement skills to as fully as possible. Each of us will have different skill levels and physical aptitudes. All can engage in movement activities to maintain the physical fitness we need to live a fruitful life. Those who enjoy sports and recreation can extend these skills and develop them to individual potential. Each of us can become good stewards of our bodies through joy of</p>

	movement, sport and recreation, in keeping with our level of ability.
<b>Catholic Character Theme: Community</b> The Holy Spirit unites us as a community, and gives each of us gifts to help one another grow as followers of Jesus. Community is visible whenever the friendship, love and kindness of Jesus are present in our Catholic schools.	It is not good for us to be alone. (Gen 2, 18) God made us for community. The fundamental movement skills we develop will help us to interact joyfully with one another through different forms of recreation. The joy we share through play, sport and recreation builds the sort of friendships, fairness and kindness that make our school community stronger. By fostering fundamental movement skills, we are investing in our community -here in the school, and beyond, in the future.

### Support Resources:

#### Journey Activities

Grade 1	Grade 2	Grade 3
N/A	N/A	N/A

### Curriculum Frameworks

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

<b>Grade 1</b> Framework 1. Theme: <i>Community and the Common Good</i> Framework 2. Theme: <i>Peace</i> Framework 3. Theme: <i>Mystery, Wonder &amp; Awe</i> Framework 4. Theme: <i>Stewardship for Creation</i> Framework 5. Theme: <i>Love &amp; Justice</i>	<b>Grade 1-2</b> Framework 1. Theme: <i>Community and the Common Good</i> Framework 2. Theme: <i>Peace</i> Framework 3. Theme: <i>Mystery, Wonder &amp; Awe</i> Framework 4. Theme: <i>Stewardship for Creation</i> Framework 5. Theme: <i>Love &amp; Justice</i> Framework 6. Theme: <i>Hope</i>
<b>Grade 2</b> Framework 2. Theme: <i>Peace</i> Framework 4. Theme: <i>Stewardship for Creation</i> Framework 6. Theme: <i>Hope</i>	<b>Grade 2-3</b> Framework 1. Theme: <i>Community and the Common Good</i> Framework 2. Theme: <i>Peace</i> Framework 3. Theme: <i>Mystery, Wonder &amp; Awe</i> Framework 4. Theme: <i>Stewardship for Creation</i> Framework 5. Theme: <i>Love &amp; Justice</i>
<b>Grade 3</b> Framework 2. Theme: <i>Peace</i> Framework 4. Theme: <i>Stewardship for Creation</i> Framework 5. Theme: <i>Love &amp; Justice</i> Framework 6. Theme: <i>Hope</i>	<b>Grades 3-4</b> Framework 1. <i>Community &amp; The Common Good</i> Framework 4. <i>Stewardship for Creation</i> Framework 5. <i>Love and Justice</i>

### Curriculum Support for Catholic Schools

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

<b>Catholic Theme: Community and the Common Good</b> <a href="http://www.eoccc.org/csfc/themes/commongood.html">http://www.eoccc.org/csfc/themes/commongood.html</a> <b>Anchor Concept: Community</b> <a href="http://www.eoccc.org/csfc/concepts/acommunity.html">http://www.eoccc.org/csfc/concepts/acommunity.html</a> <b>Anchor Concept: Lifestyle</b> <a href="http://www.eoccc.org/csfc/concepts/alifestyle.html">http://www.eoccc.org/csfc/concepts/alifestyle.html</a>	<b>Catholic Theme: Stewardship for Creation</b> <a href="http://www.eoccc.org/csfc/themes/creation.html">http://www.eoccc.org/csfc/themes/creation.html</a> <b>Anchor Concept: Stewardship</b> <a href="http://www.eoccc.org/csfc/concepts/astewardship.html">http://www.eoccc.org/csfc/concepts/astewardship.html</a> <b>Anchor Concept: Vocation</b> <a href="http://www.eoccc.org/csfc/concepts/avocation.html">http://www.eoccc.org/csfc/concepts/avocation.html</a>
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