



Grade 5

**CORRELATION TO THE FAMILY LIFE
EDUCATION CURRICULUM**



Correlation to Family Life Education Curriculum

A: Created and Loved by God

SB = Student Book TR = Teacher's Resource AC = Activity Card

OVERALL EXPECTATIONS	Unit 1: Canadian Government and Citizenship			Unit 2: First Nations and European Explorers		
A1. Appreciating God's Goodness: demonstrate an appreciation that humans have been created in the image of a loving God. [CCC nos. 299, 325–327; CCCC no. 59; GDC nos. 116–117, 123; GS no. 12]						
A2. Exploring Human Nature: demonstrate an understanding of the ways in which humans are both unique and share a common human nature with each other. [CCC nos. 299, 1699–1715; CCCC no. 358; FC no. 11]						
A3. Reflecting, Responding, and Analyzing: apply an understanding of the unique and shared aspects of human nature in personally relevant contexts. [CCC nos. 229, 337–349, 353–354; CCCC nos. 43, 63, 66–67; GS no. 4]						
SPECIFIC EXPECTATIONS						
A1.1 recognize and appreciate that God loves each one of us forever						
A1.2 recognize and appreciate the uniqueness of each person in the class	SB p. 62			SB pp. 124–125	TR pp. 231–233	AC Ch. 6 #3
A1.3 recognize and appreciate the gift of each human life	SB p. 68 SB pp. 76–77 SB pp. 80–81	TR pp. 140–143 TR pp. 148–151	AC Ch. 4 #1 AC Ch. 4 #2			
A1.4 recognize and appreciate the importance of support and prayer at the time of a death						
A2.1 respond to a story about a boy who has done something wrong						
A2.2 recognize that we need to ask forgiveness from people we have harmed, and from God, who is always ready to listen and forgive	SB pp. 42–43	TR pp. 66–69				
A2.3 respond to a story about Mr. Talbot and his classroom rules						
A2.4 respond to a story about the death of an elderly man						
A2.5 recognize and appreciate that people, both living and dead, can have a lasting positive influence on others				SB pp. 120–121 SB pp. 122–123 SB pp. 190–193	TR pp. 225–227 TR pp. 228–230 TR pp. 361–364	AC Ch. 6 #2
A3.1 create a short written description of their thoughts and feelings as they begin Grade 5						
A3.2 identify and describe some features of the physical, emotional, social, intellectual, and spiritual dimensions of human development						
A3.3 identify special people who have made a positive difference in the lives of their family members and in their own lives				SB pp. 117–118	TR pp. 219–221 TR p. 221	

B: Living in Relationship

SB = Student Book TR = Teacher's Resource AC = Activity Card

OVERALL EXPECTATIONS	Unit 1: Canadian Government and Citizenship			Unit 2: First Nations and European Explorers		
B1. Appreciating God's Goodness: appreciate that humans are called to image the love of God by living in relationship with others. [CCC nos. 2258–2265, 2318–2320; CCCC nos. 466–467; GS nos. 47–52; FC no. 11]						
B2. Exploring Human Nature: demonstrate an understanding of the ways in which the bonds of family and friendship are central to human life and shape human identity and development. [CCC nos. 1897–1917; CCCC nos. 405–410; GS nos. 53–56; FC no. 12]						
B3. Reflecting, Responding, and Analyzing: apply an understanding of the role of relationships in shaping human identity and development in personally relevant contexts. [CCC nos. 1877–1880, 1890–1896; CCCC nos. 401–404; GS nos. 57–62; FC nos. 14, 15]						
SPECIFIC EXPECTATIONS						
B1.1 recognize and appreciate the value of family love				SB p. 112	TR pp. 210–211	
B1.2 recognize and appreciate family rules as a sign of family love	SB pp. 17–19	TR pp. 17–21				
B1.3 recognize and appreciate that friendship is a gift that is freely given						
B2.1 describe the purpose of rules and laws	SB pp. 17–19 SB pp. 42–43 SB p. 55 SB pp. 73–75	TR pp. 17–21 TR pp. 66–69 TR pp. 98–100 TR pp. 136–139	AC Ch. 3 #1			
B2.2 recognize and appreciate the need for support and cooperation within the family when changes occur	SB p. 36 SB p. 72	TR pp. 58–60 TR pp. 134–135				
B2.3 recognize that some friendship difficulties are a normal part of growing up						
B2.4 recognize the responsibility to support peers who are being mistreated	SB p. 10 SB p. 62 SB pp. 88–89	TR pp. 170–172				
B3.1 identify and describe some unique and shared characteristics of families				SB p. 188	TR pp. 353–356	AC Ch. 9 #2
B3.2 identify some of the feelings that occur in response to family changes	SB p. 72	TR pp. 134–135				
B3.3 identify and describe some of the qualities that are valued in friendships						
B3.4 describe the consequences of different solutions to common friendship difficulties						
B3.5 respond to a story about an incident of bullying						

C: Created Sexual: Male and Female

SB = Student Book TR = Teacher's Resource AC = Activity Card

OVERALL EXPECTATIONS	Unit 1: Canadian Government and Citizenship			Unit 2: First Nations and European Explorers		
C1. Appreciating God's Goodness: appreciate that humans are called to image the love of God by creating, protecting, and sustaining life. [CCC nos. 1601–1605; CCCC no. 337; GS nos. 12–22; FC nos. 42–43]						
C2. Exploring Human Nature: demonstrate an understanding of the ways in which human sexuality is a gift from God, a fundamental dimension of human identity, and intended for life and love. [CCC nos. 2331–2336; CCCC nos. 487–492; GS nos. 47–52; FC nos. 28–29]						
C3. Reflecting, Responding, and Analyzing: apply an understanding of human sexuality as it is related to identity in personally relevant contexts. [CCC nos. 1652–1653; CCCC nos. 487–492; GS nos. 23–32; FC no. 32]						
SPECIFIC EXPECTATIONS						
C1.1 recognize and appreciate that God created human beings as body/spirit persons						
C1.2 recognize and appreciate the power of human fertility and the responsibility to use it according to God's plan						
C2.1 identify the major body systems, and the unique characteristics of the reproductive system						
C2.2 identify the major parts of the female and male reproductive systems						
C2.3 identify the main features of female and male fertility						
C2.4 recognize that there is a wide range of ages at which the physical changes of puberty occur						
C2.5 recognize that growing up is a process that takes time and patience						
C3.1 recognize and appreciate the need for respect when speaking about the gift of being able to create new human life						
C3.2 identify the physical changes of puberty for girls and boys						
C3.3 identify some of the social and emotional changes related to puberty						

D: Growing in Commitment

SB = Student Book TR = Teacher's Resource AC = Activity Card

OVERALL EXPECTATIONS	Unit 1: Canadian Government and Citizenship			Unit 2: First Nations and European Explorers		
D1. Appreciating God's Goodness: appreciate that humans are called to image the love of God by committing to faithful relationships. [CCC nos. 1716, 1776–1780, 1795–1797; CCCC no. 359; DV no. 4]						
D2. Exploring Human Nature: demonstrate an understanding of the ways in which humans grow in their ability to develop committed and trustworthy relationships. [CCC nos. 1790–1794, 1801–1802; CCCC no. 376; DV no. 4]						

D3. Reflecting, Responding, and Analyzing: apply an understanding of the role of commitment in human relationships in personally relevant contexts. [CCC no. 1789; CCCC no. 375; DV no. 4]						
SPECIFIC EXPECTATIONS						
D1.1 recognize and appreciate that our commitment to ourselves is a commitment to the people God created us to be	SB pp. 94–95	TR pp. 180–182				
D2.1 recognize and appreciate that actions have consequences for ourselves and others	SB pp. 42–43 SB pp. 82–83	TR pp. 66–69 TR pp. 152–154		SB p. 156 SB pp. 157–158 SB pp. 170–173 SB pp. 196–197 SB pp. 198–199	TR pp. 292–293 TR pp. 294–297 TR pp. 317–320 TR pp. 368–370 TR pp. 371–374	AC Ch. 8 #3
D2.2 recognize and appreciate that learning to keep commitments involves difficulties and satisfaction	SB pp. 66–67 SB pp. 92–93 SB pp. 96–97	TR pp. 117–120 TR pp. 176–179 TR pp. 183–186	AC Ch. 5 #2			
D3.1 identify some reasons why we avoid accepting responsibility for our actions						
D3.2 respond to a story about living up to one’s beliefs						
D3.3 identify commitments in their lives	SB pp. 90–91	TR pp. 173–175				

E: Living in the World						
SB = Student Book TR = Teacher’s Resource AC = Activity Card						
OVERALL EXPECTATIONS		Unit 1: Canadian Government and Citizenship			Unit 2: First Nations and European Explorers	
E1. Appreciating God’s Goodness: appreciate that humans are called to image the love of God by caring for all of God’s gifts of creation. [CCC nos. 1881–1885, 1892–1894; CCCC nos. 402, 403; GS nos. 33–39]						
E2. Exploring Human Nature: demonstrate an understanding of the ways in which humans participate in society and fulfill the responsibility to care for and build God’s world. [CCC nos. 1897–1909, 1910–1917, 1926–1927; CCCC nos. 405–410; GS nos. 40–45]						
E3. Reflecting, Responding, and Analyzing: apply an understanding of the global dimension of human nature in personally relevant contexts. [CCC nos. 268–278, 290–292, 295–301, 316–320, 337–344; CCCC nos. 50, 52, 54, 62; C in V Ch 4; GS nos. 77–92]						
SPECIFIC EXPECTATIONS						
E1.1 recognize and appreciate the importance of using their gifts to make the world a better place for everyone	SB p. 23 SB p. 26 SB pp. 37–41 SB pp. 44–46 SB pp. 52–53 SB pp. 56–59 SB pp. 84–85 SB p. 93 SB pp. 94–95 SB pp. 98–99	TR pp. 61–65 TR pp. 70–74 TR pp. 84–87 TR pp. 101–104 TR pp. 155–158 TR pp. 180–182 TR pp. 187–189	AC Ch. 2 #1 AC Ch. 5 #3	SB pp. 138–141 SB pp. 142–144 SB pp. 164–167 SB pp. 174–175 SB pp. 176–177 SB p. 189 SB pp. 198–199	TR pp. 257–261 TR pp. 262–288 TR pp. 309–312 TR pp. 321–323 TR pp. 324–327 TR pp. 357–360 TR pp. 371–374	AC Ch. 7 #2 AC Ch. 8 #2 AC Ch. 9 #3
E2.1 describe a community as a group of people who have special interests in common	SB pp. 56–59 SB pp. 62–63	TR pp. 101–104 TR pp. 109–112	AC Ch. 3 #2	SB p. 178 SB p. 188	TR pp. 336–337 TR pp. 353–356	AC Ch. 9 #2

E2.2 explain four important signs of a good community						
E2.3 recognize and appreciate that creating a good community requires the participation of all members	SB p. 12–13 SB p. 16 SB pp. 26–27 SB pp. 30–31 SB pp. 34–35 SB pp. 37–41 SB p. 47 SB p. 52 SB pp. 60–61 SB pp. 70–71 SB p. 86 SB pp. 96–97 SB pp. 100–101	TR pp. 14–16 TR pp. 31–34 TR pp. 39–42 TR pp. 48–51 TR pp. 61–65 TR pp. 74–76 TR pp. 84–87 TR pp. 105–108 TR pp. 125–128 TR pp. 164–166 TR pp. 183–186 TR pp. 190–193	AC Ch. 1 #2	SB p. 119 SB pp. 128–131 SB p. 134 SB pp. 148–151 SB pp. 154–155 SB pp. 160–161	TR pp. 222–224 TR pp. 237–240 TR pp. 250–252 TR pp. 272–276 TR pp. 280–284 TR pp. 302–305	AC Ch. 8 #1
E3.1 identify the small communities that make up their world				SB p. 113 SB p. 178	TR pp. 212–214 TR pp. 336–337	
E3.2 respond to and analyze a description of a parish community						
E3.3 identify some of the attitudes and activities of the members of a good community	SB pp. 16 SB pp. 26–27 SB pp. 30–31 SB pp. 34–35 SB p. 54 SB pp. 70–71 SB p. 87 SB pp. 92–93 SB pp. 96–97 SB pp. 100–101	TR pp. 14–16 TR pp. 39–42 TR pp. 48–51 TR pp. 96–97 TR pp. 125–128 TR pp. 167–169 TR pp. 176–179 TR pp. 183–186 TR pp. 190–193	AC Ch. 1 #2 AC Ch. 5 #1 AC Ch. 5 #2	SB pp. 114–116 SB pp. 132–133 SB pp. 135–137 SB pp. 145–147 SB p. 179 SB pp. 180–183 SB pp. 184–185 SB pp. 186–187 SB pp. 198–199	TR pp. 215–218 TR pp. 241–244 TR pp. 253–256 TR pp. 267–271 TR pp. 338–340 TR pp. 341–344 TR pp. 345–348 TR pp. 349–352 TR pp. 371–374	AC Ch. 6 #1 AC Ch. 7 #1 AC Ch. 7 #3 AC Ch. 9 #1
E3.4 identify some of the common needs of all people in the world	SB pp. 17–19 SB pp. 23–25 SB pp. 28–29 SB pp. 44–46 SB pp. 48–49 SB pp. 62–63 SB p. 80 SB p. 86	TR pp. 17–21 TR pp. 26–30 TR pp. 35–38 TR pp. 70–74 TR pp. 77–80 TR pp. 109–112 TR pp. 164–166	AC Ch. 1 #2 AC Ch. 2 #1 AC Ch. 3 #1			