

Journey Activities for Elementary Students in Catholic Schools The Ontario Catholic School Graduate Expectations

Published by the Institute for Catholic Education

Foundational document for the Secondary Course Profiles

And the Elementary Curriculum Unit Project, Catholic Schools

How to Illuminate the Catholic Graduate Expectations For Elementary Catholic Students

September, 2001

Lead/Editor: Ann Perron, Elementary Project Coordinator, ICE
Writers: Lynne Blake, Niagara Catholic District School Board
Kevin Campbell, Halton Catholic District School Board
Joanie Causarano, Halton Catholic District School Board

The image of the learner was developed by the Institute for Catholic Education in consultation with representatives of the Catholic community across Ontario.

The life roles, knowledge, skills and attitudes outlined through the expectations describe the distinctive aspirations that the Catholic community has for graduates of Catholic secondary schools. In the hope of supporting the lifelong journey to full Christian maturity, the Writing team has developed links between the Ontario Curriculum (expectations) and the Ontario Catholic School Graduate Expectations.

Students involved in the elementary program will engage in journey activities that will assist them in their own faith journey. The integration of the distinctive expectations for graduates of Catholic schools throughout all subject areas will foster the search for knowledge as a lifelong spiritual and academic quest. In recognition that the student begins this quest at a young age, we developed the journey activities to assist elementary teachers to integrate meaningful yet age appropriate opportunities into the curriculum.

The team developed suggested journey activities for the strands and subject areas of Mathematics, Science and Technology, Social Studies, History and Geography. The journey activities are a highlight of many of the excellent activities described in the elementary units for Catholic schools. Please refer to the elementary units (Catholic) for exemplary ideas on the integration of the Catholic Graduate Expectations in teaching/learning and assessment/evaluation strategies.

We encourage teachers to use the charts to assist in *divisional planning, long range planning and/or unit planning*. The journey activities are suggestions on how the Ontario Catholic School Graduate Expectations may be experienced within the elementary program. All units delivered through the elementary program in Catholic schools should provide the opportunity for students to continue and strengthen their faith journey. The Graduate Expectations provide many opportunities for young students to begin the lifelong journey in illuminating, articulating and celebrating a collective vision regarding the value of the human person. The vision of the learner reflects the tenets of the Catholic faith.

Vision of the Learner

The Graduate is expected to be:

- 1) **A discerning believer** formed in the Catholic Faith community who celebrates the signs and sacred mystery of God's presence through word, sacrament, prayer, forgiveness, reflection and moral living.
- 2) **An effective communicator** who speaks, writes and listens honestly and sensitively, responding critically in light of gospel values.
- 3) **A reflective, creative and holistic thinker** who solves problems and makes responsible decisions with an informed moral conscience for the common good.
- 4) **A self-directed, responsible, lifelong learner** who develops and demonstrates their God-given potential.
- 5) **A collaborative contributor** who finds meaning, dignity and vocation in work which respects the rights of all and contributes to the common good.
- 6) **A caring family member** who attends to family, school, parish, and the wider community.
- 7) **A responsible citizen** who gives witness to Catholic social teaching by promoting peace, justice and the sacredness of human life.

The following list describes the main areas described in greater detail in the document. For information on ordering the complete document contact the Institute for Catholic Education, 10 St. Mary Street, Suite 604 Toronto, Ontario M4Y 1P9 or call 416-962-0031. E-mail: iceont@istar.ca

Journey Activities for Primary Students - Ontario Catholic School Graduate Expectations

Subject: Mathematics		Strand: Number Sense and Numeration	
Ontario Catholic School Graduate Expectations:			
Grade 1	Grade 2	Grade 3	
<p>CGE 1e - Catholic Graduate Expectation - A Discerning Believer: Speaks the language of life..."recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it." (Witnesses to Faith)</p>	<p>CGE 1d - Catholic Graduate Expectation - A Discerning Believer: Develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good.</p>	<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 work of others. CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.</p>	
Overall Expectations			
<p>1m3 • understand the concept of order by sequencing events (e.g., the steps in washing a dog);</p>	<p>2m4 • understand and explain basic operations (addition, subtraction, multiplication, and division) of whole numbers by modelling and discussing a variety of problem situations (e.g., show that division is sharing);</p>	<p>3m8 • solve problems and describe and explain the variety of strategies used; 3m9 • justify in oral or written expression the method chosen for addition and subtraction, estimation, mental computation, concrete materials, algorithms, calculators;</p>	
Journey Activities			
<p>Students will:</p> <ul style="list-style-type: none"> ❑ Brainstorm examples of sequencing of events that occur in the natural world (e.g. the seasons, how a butterfly emerges through various stages). ❑ Reflect on the sacredness of life and the diversity of creation. ❑ Express thanks to God for the beauty of creation. 	<p>In their discovery that division can be perceived as sharing, an opportunity to discuss sharing of world resources arises. Students will:</p> <ul style="list-style-type: none"> ❑ Discuss the sharing of equal and unequal distribution of goods/materials. ❑ Using concrete materials such as blocks, count and distribute the blocks unequally and connect this experience to the lived experience of many people in developing countries. 	<p>Students will:</p> <ul style="list-style-type: none"> ❑ Demonstrate the need to be sensitive to others when presenting their ideas for solving a problem or justifying a solution. ❑ Collaborate as a class community to solve and explain problem solving methods. 	

Journey Activities for the Intermediate Student - Ontario Catholic School Graduate Expectations

Subject: Mathematics		Strand: Number Sense and Numeration	
Catholic Graduate Expectations			
CGE 7i - Catholic Graduate Expectation - A Responsible Citizen: Respects the environment and uses resources wisely.		CGE 1d - Catholic Graduate Expectation - A Discerning Believer: Develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good	
Overall Expectations			
Grade 7		Grade 8	
7m6 • solve and explain multi-step problems involving simple fractions, decimals, and percents; 7m8 • use a calculator to solve number questions that are beyond the proficiency expectations for operations using pencil and paper.		8m6 • use a calculator to solve number questions that are beyond the proficiency expectations for operations using pencil and paper; 8m8 • solve and explain multi-step problems involving fractions, decimals, integers, percents, and rational numbers;	
Journey Activities			
<p>Students will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> reflect on their responsibility to use the Earth's resources wisely and for the common good. Lead the students in an examination of the impact of rainforest depletion on the world. <p>Use the following facts to support a discussion about respect for the environment and the wise use of resources. Rainforests comprise 1.8% of the earth's surface. The earth's surface is 148,300,000 sq.km. There are 265,000 known rainforest plants. One fourth of medicines are derived from these plants.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Research information related to the rainforest, and provide alternative solutions to existing problems. 		<p>Students will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Examine and present methods of waste disposal and its effects on the ecosystem using a calculator. <input type="checkbox"/> Research facts about average Canadian waste production. Use these facts to prepare, share and collaboratively solve problems using percent and fractions. <input type="checkbox"/> Emphasize that careless wastefulness is an abuse of the gift of resources that God has provided. 	

Journey Activities for the Intermediate Student – Ontario Catholic Student Graduate Expectations

Subject: Mathematics		Strand: Measurement	
Ontario Catholic Student Graduate Expectations			
CGE 4g - Catholic Graduate Expectation - A Self-Directed, Responsible, Lifelong Learner : Examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities.		CGE 3f - Catholic Graduate Expectation - A Reflective and Creative Thinker: Examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio- economic and ecological) for the development of a just and compassionate society.	
Overall Expectations			
Grade 7		Grade 8	
7m28 • demonstrate a verbal and written understanding of and ability to apply accurate measurement strategies that relate to their environment;		7m28 • demonstrate a verbal and written understanding of and ability to apply accurate measurement strategies that relate to their environment;	
Journey Activities			
<p>Students will:</p> <ul style="list-style-type: none"> ❑ Examine the cost of a manufactured product, and the cost of the raw materials. ❑ Determine the relationship between a good and the actual cost of manufacturing it. ❑ Reflect on the value of a good as opposed to its cost. Do we buy items because we need them, or because we perceive that they give us status or improve our self-esteem? 		<p>Students will:</p> <ul style="list-style-type: none"> ❑ Investigate the minimum wage. ❑ Determine the cost of providing the needs of an individual (e.g. clothing, shelter, food, transportation) ❑ Reflect on the concept of a "just" wage. ❑ Consider the percentage of individuals /families who live below the poverty line and examine the interdependent systems that play both a positive and negative role. 	

Journey Activities for Primary Students - Ontario Catholic Student Graduate Expectations

Subject: Mathematics		Strand: Geometry and Spatial Sense	
Ontario Catholic Student Graduate Expectations:			
Grade 1	Grade 2	Grade 3	
CGE 3b - Catholic Graduate Expectation - A Reflective and Creative Thinker: Creates, adapts, evaluates new ideas in light of the common good. CGE 3c - Catholic Graduate Expectation - A Reflective and Creative Thinker: Thinks reflectively and creatively to evaluate situations and solve problems.	CGE Overall - Catholic Graduate Expectation - An Effective Communicator: An effective communicator who speaks, writes and listens honestly and sensitively, responding critically in light of gospel values.	CGE 5a - Catholic Graduate Expectation - A Collaborative Contributor: Works effectively as an interdependent team member.	
Overall Expectations:			
1m64 • build three-dimensional objects and models;	2m62 • build three-dimensional objects and models;	3m56 • draw and build three-dimensional objects and models;	
Journey Activities			
Students will: <ul style="list-style-type: none"> ❑ Build three-dimensional objects and models. ❑ Reflect on the characteristics of originality and imagination as a special gift. ❑ Listen attentively to the contributions of other group members. ❑ Evaluate contributions of others with sensitivity and consider the evaluation of new ideas in light of the common good. 	Students will: <ul style="list-style-type: none"> ❑ Build three-dimensional objects and models. ❑ Prepare a plan, carry out the plan and test the product. ❑ Communicate their ideas, evaluations and conclusions to peers and adults. ❑ Brainstorm and evaluate ideas with sensitivity and honesty. 	Students will: <ul style="list-style-type: none"> ❑ Build three-dimensional figures from Nets. ❑ Identify materials used and their sources. ❑ Be encouraged to choose recycled and recyclable materials. ❑ Consider the environment when disposing of the finished product. ❑ Demonstrate an understanding that humans are part of God’s creation, and have a special role to play as stewards of creation. 	

Journey Activities for Junior Students - Ontario Catholic Student Graduate Expectations

Subject: Mathematics			Strand: Geometry and Spatial Sense		
Ontario Catholic Student Graduate Expectations:					
Grade 4		Grade 5		Grade 6	
CGE 2e - Catholic Graduate Expectation - An Effective Communicator: Uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.		CGE 5d - Catholic Graduate Expectation - A Collaborative Contributor: Finds meaning, dignity, fulfillment and vocation in work which contributes to the common good. CGE 1g - Catholic Graduate Expectation - A Discerning Believer: Understands that one's purpose or call in life comes from God and strives to discern and live out this call throughout life's journey.		CGE 7i - Catholic Graduate Expectation - A Responsible Citizen: Respects the environment and uses resources wisely.	
Overall Expectations					
4m63 • draw and build three-dimensional objects and models;		5m66 • draw and build three-dimensional objects and models;		6m65 • draw and construct three-dimensional geometric figures from nets;	
Journey Activities					
<p>Students will:</p> <ul style="list-style-type: none"> ❑ Model their treatment of other group members on Jesus' teachings regarding service and ministry to others. ❑ Discuss the rights of all individuals in the group to feel accepted and to have their contributions valued. ❑ Consider the design of a building an objects that will enhance quality of life (e.g., a shelter for street people) 		<p>Students will:</p> <ul style="list-style-type: none"> ❑ Discuss careers and future aspirations. ❑ Investigate different careers that involve building and designing. ❑ Reflect on the value of work, and the contributions that people make to society in the context of fulfilling their work requirements in light of the common good. 		<p>Students will:</p> <ul style="list-style-type: none"> ❑ Design, draw and build three-dimensional figures from materials ❑ Identify materials and their sources; ❑ Use safe recycled and recyclable materials. ❑ Consider the environment when disposing of the finished product. ❑ Demonstrate an understanding that humans are part of God's creation, and have a special role to play as stewards of creation. 	

Journey Activities for Intermediate Students – Ontario Catholic School Graduate Expectations

Subject: Mathematics	Strand: Geometry and Spatial Sense
Ontario Catholic School Graduate Expectations	
<p>CGE 4f - Catholic Graduate Expectation - A Self-Directed, Responsible, Lifelong Learner: Applies effective communication, decision-making, problem-solving, time and resource management skills.</p> <p>CGE 4g - Catholic Graduate Expectation - A Self-Directed, Responsible, Lifelong Learner: Examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities.</p>	<p>CGE Overall - Catholic Graduate Expectation - An Effective Communicator: An effective communicator who speaks, writes and listens honestly and sensitively, responding critically in light of gospel values.</p> <p>CGE 4f – Catholic Graduate Expectation – A Self-Directed, Responsible, Lifelong Learner: Applies effective communication, decision-making, problem-solving, time and resource management skills.</p>
Overall Expectations	
Grade 7	Grade 8
7m51 • understand, apply, and analyse key concepts in transformational geometry using concrete materials and drawings;	8m59 • investigate geometric mathematical theories to solve problems.
Journey Activities	
<p>Students will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Effectively work within a group to design a logo/a building or an invention for a specific purpose or group. <input type="checkbox"/> Reflect on careers in design/architecture and consider factors that may influence career opportunities. 	<p>Students will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work in small groups to discover relationships of internal angles in a triangle. <input type="checkbox"/> Investigate perception of and reality of geometric mathematical theories/concepts. <input type="checkbox"/> Investigate and illustrate focal points and perspective in surrounding environment (e.g., corners, hallways) <input type="checkbox"/> Listen to and respond in a constructive manner to others during presentations. <input type="checkbox"/> Use group time effectively to maximize group/individual efforts.

Journey Activities for the Junior Student - Ontario Catholic Student Graduate Expectations

Subject: Mathematics		Strand: Patterning and Algebra	
Ontario Catholic Student Graduate Expectations:			
Grade 4	Grade 5	Grade 6	
CGE Overall - Catholic Graduate Expectation - A Discerning Believer: A discerning believer formed in the Catholic Faith community who celebrates the signs and sacred mystery of God's presence through word, sacrament, prayer, forgiveness, reflection and moral living.	CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.	CGE 5e - Catholic Graduate Expectation - A Collaborative Contributor: Respects the rights, responsibilities and contributions of self and others.	
Overall Expectations:			
4m86 • demonstrate an understanding of mathematical relationships in patterns using concrete materials, drawings, and symbols;	5m93 • analyse and discuss patterning rules;	6m92 • analyse and discuss patterning rules;	
Journey Activities			
Students will: <ul style="list-style-type: none"> ❑ Discuss signs and symbols used in worship. ❑ Explore the concept of symbols and signs. ❑ Brainstorm the various symbols and signs that form an integral part of the Catholic faith tradition (e.g. the cross, light, the Eucharist, colours as symbols, etc.) 	Students will: <ul style="list-style-type: none"> ❑ Identify and sort natural/found objects according to pattern rules ❑ Discuss and defend pattern rules to another group. ❑ Become aware of the need to treat others with sensitivity and respect when they are presenting their ideas, particularly if the presenter is reticent or uncomfortable speaking before a large group. ❑ Support and encourage peers modeled on Jesus' treatment of others-"What would Jesus do?" 	Students will: <ul style="list-style-type: none"> ❑ Identify and extend number and symbol patterns in small groups. ❑ Discuss the rights of all individuals in the group to feel accepted and to have their contributions valued. 	

Journey Activities for Intermediate Students – Ontario Catholic Student Graduate Expectations

Subject: Mathematics		Strand: Patterning and Algebra	
Ontario Catholic Student Graduate Expectations			
<p>CGE 2e – Catholic Graduate Expectation – An Effective Communicator: Uses and integrates the Catholic faith tradition in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.</p> <p>CGE 4a - Catholic Graduate Expectation - A Self-Directed, Responsible, Lifelong Learner: Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;</p> <p>CGE 4c - Catholic Graduate Expectation - A Self-Directed, Responsible, Lifelong Learner: Takes initiative and demonstrates Christian leadership.</p> <p>CGE Overall - Catholic Graduate Expectation - A Self-Directed, Responsible, Lifelong Learner: A self-directed, responsible, lifelong learner who develops and demonstrates their God-given potential.</p>			
Overall Expectations			
Grade 7		Grade 8	
7m69 • apply and discuss patterning strategies in problem-solving situations		8m78 • apply and defend patterning strategies in problem-solving situations	
Journey Activities			
<p>Students will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pose and solve patterning challenges (e.g., the graphic designs Of Escher) <input type="checkbox"/> Design a patterning problem such as a maze or puzzle for Younger students who may experience difficulty. 		<p>Students will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use a spreadsheet program to identify, create and extend patterns for a specific purpose (e.g., temperature, number patterns) <input type="checkbox"/> Create a pattern strategy to be solved by peers. <input type="checkbox"/> Present and defend strategy to others. <input type="checkbox"/> Demonstrate constructive and positive use of questioning to acquire information from others. 	

Journey Activities for Primary Students - Ontario Catholic School Graduate Expectations

Subject: Mathematics Strand: Data Management and Probability		
Ontario Catholic School Graduate Expectations		
Grade 1	Grade 2	Grade 3
<p>CGE 1i - Catholic Graduate Expectation - A Discerning Believer: Integrates faith with life.</p> <p>CGE 1f - Catholic Graduate Expectation - A Discerning Believer: Seeks intimacy with God and celebrates communion with God, others and creation through prayer and worship.</p>	<p>CGE 7b - Catholic Graduate Expectation - A Responsible Citizen: Accepts accountability for one's own actions.</p>	<p>CGE 7a - Catholic Graduate Expectation - A Responsible Citizen: Acts morally and legally as a person formed in Catholic traditions.</p>
Overall Expectations:		
<p>1m94 • demonstrate an understanding of probability and demonstrate the ability to apply probability in familiar day-to-day situations.</p> <p>1m105 – demonstrate understanding that an event may or may not occur;</p>	<p>2m96 • sort and classify objects and data using concrete materials;</p>	<p>3m91 • collect and organize data;</p>
Journey Activities:		
<p>Students will:</p> <ul style="list-style-type: none"> ❑ Identify happy and sad events in their lives. ❑ Discuss why people often turn to prayer when sad events occur (e.g. loss, sickness, death). ❑ Encourage students to pray for strength to deal with a sad event, rather than change the event. ❑ Encourage prayers of thanks to strengthen hope and faith in dealing with daily events. 	<p>Students will:</p> <ul style="list-style-type: none"> ❑ Use concrete materials to grasp mathematical concepts. ❑ Discuss the concept of accountability for one's actions (i.e. cleaning up after using materials). ❑ Use materials responsibly and safely. 	<p>Students will:</p> <ul style="list-style-type: none"> ❑ Reflect on the "quality" of data that they collect. ❑ Demonstrate an awareness that some data about people is private or sensitive. ❑ Reflect on the difference between collecting data and participating in gossip. ❑ Encourage sensitivity in dealing with all personal information.

Journey Activities for Intermediate Students - Ontario Catholic School Graduate Expectations

Subject: Mathematics		Strand: Data Management & Probability	
Ontario Catholic School Graduate Expectations			
CGE 4h - Catholic Graduate Expectation - A Self-Directed, Responsible, Lifelong Learner : Participates in leisure and fitness activities for a balanced and healthy lifestyle.		CGE 4g - Catholic Graduate Expectation - A Self-Directed, Responsible, Lifelong Learner : Examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities. CGE 5h - Catholic Graduate Expectation - A Collaborative Contributor: Applies skills for employability, self-employment and entrepreneurship relative to Christian vocation.	
Overall Expectations			
Grade 7		Grade 8	
7m87 • evaluate data and make conclusions from the analysis of data;		8m94 • evaluate data and draw conclusions from the analysis of data;	
Journey Activities			
Students will: <ul style="list-style-type: none"> ❑ Discuss the concept of body image, heights and weights of healthy individuals using The Canada Food Guide and/or medically reliable data (Health Canada). ❑ Reflect on the individual's responsibility to lead a healthy lifestyle to care for their physical bodies. ❑ Become aware of the range of healthy body sizes, and the narrow criteria of beauty promoted in the media. 		Students will: <ul style="list-style-type: none"> ❑ Collect data about careers (level of experience, education required; degree of remuneration). ❑ Evaluate the data by comparing various careers and draw conclusions about personal influences and opportunities. ❑ Become aware of the concept of Christian vocation, and that career choices may be based on criteria such as ministry, service to others and personal satisfaction. 	

Journey Activities for Primary Students-Ontario Catholic School Graduate Expectations

Subject: Science & Technology		Strand: Structures and Mechanisms	
Ontario Catholic School Graduate Expectations			
Grade 1	Grade 2	Grade 3	
CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.	CGE 4b - Catholic Graduate Expectation - A Self-Directed, Responsible, Lifelong Learner : Demonstrates flexibility and adaptability.	CGE 5a - Catholic Graduate Expectation - A Collaborative Contributor: Works effectively as an interdependent team member.	
Overall Expectations: Students will:			
1s65 • design and make structures that meet a specific need;	2s67 • design and make simple mechanisms, and investigate their characteristics;	3s69 • design and make structures that include mechanisms and that can support and move a load, and investigate the forces acting on them;	
Journey Activities			
Students will: <ul style="list-style-type: none"> ❑ Explore how to meet a specific need in a creative and innovative way for individuals with physical limitations. ❑ Encourage students to think about meeting needs for helping people who may not be able to do things for themselves. ❑ Design and build a simple structure to help others. 	Students will: <ul style="list-style-type: none"> ❑ Observe and determine how selected mechanisms work. ❑ Create models of simple mechanisms that assist others in specific situations. ❑ Recognize that inventors often demonstrate special talents/abilities to assist others. 	Students will: <ul style="list-style-type: none"> ❑ Share their ideas in the construction of a mechanism that may support/move a load for a specific purpose. ❑ Recognize that by not sharing an idea, some solutions may never be realized. ❑ Work in small groups to design and make a structure that may carry a small load. ❑ Present the contributions of all group members who played a role in the design and/or construction of the structure. 	

Journey Activities for Junior Students - Ontario Catholic School Graduate Expectations

Subject: Science & Technology		Strand: Structures and Mechanisms	
Ontario Catholic School Graduate Expectations			
Grade 4	Grade 5	Grade 6	
CGE 4a - Catholic Graduate Expectation - A Self-Directed, Responsible, Lifelong Learner: Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;	CGE 3c - Catholic Graduate Expectation - A Reflective and Creative Thinker: Thinks reflectively and creatively to evaluate situations and solve problems.	CGE 3b - Catholic Graduate Expectation - A Reflective and Creative Thinker: Creates, adapts, evaluates new ideas in light of the common good.	
Overall Expectations: Students will			
4s78 • design and make pulley systems and gear systems, and investigate how motion is transferred from one system to another;	5s78 • design and make load-bearing structures and different mechanisms, and investigate the forces acting on them;	6s80 • identify modifications to improve the design and method of production of systems that have mechanisms that move in different ways.	
Journey Activities			
Students will: <ul style="list-style-type: none"> ❑ Work in small groups creating their pulley/gear systems. ❑ Investigate and present ideas on how motion is transferred in their system. ❑ Listen and provide feedback using one positive and one "I'd change" statement. (e.g., I like this...I'd change ...) 	Students will: <ul style="list-style-type: none"> ❑ Design a structure, evaluate the results and choose the best option rather than the first one that works. ❑ Provide an equitable framework for group work in which the inherent dignity of others is respected. 	Students will: <ul style="list-style-type: none"> ❑ Brainstorm ways in which mechanisms can be modified to produce less waste, less pollution, in order that we may become stewards of creation. 	

Journey Activities for the Intermediate Student – Ontario Catholic Student Graduate Expectations

Subject: Science & Technology	Strand: Structures and Mechanisms
Ontario Catholic School Graduate Expectations	
Grade 7	Grade 8
CGE 3f - Catholic Graduate Expectation - A Reflective and Creative Thinker: Examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio- economic and ecological) for the development of a just and compassionate society.	CGE 5b - Catholic Graduate Expectation - A Collaborative Contributor: Thinks critically about the meaning and purpose of work.
Overall Expectations	
7s82 • demonstrate an understanding of the factors (e.g., availability of resources) that must be considered in the designing and making of products that meet a specific need.	8s89 • demonstrate understanding of the factors that can affect the manufacturing of a product, including the needs of the consumer.
Journey Activities	
<p>Students will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Consider why the destruction of the rain forest is problematic in meeting 'market' needs. <input type="checkbox"/> Consider the factors involved in meeting market demands (e.g., excessive logging in the rain forest). <input type="checkbox"/> Reflect on why specific materials should not be used in a product eventhough it may serve the requirement (e.g., costs, environmental concerns). 	<p>Students will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Think about what creates the need for a product in them. <input type="checkbox"/> Discuss what the overall cost is it to the environment? The person? Society? <input type="checkbox"/> Identify the difference between a need and a want.

Journey Activities for Primary Students- Ontario Catholic School Graduate Expectations

Subject: Science & Technology		Strand: Energy and Control	
Ontario Catholic School Graduate Expectations			
Grade 1	Grade 2	Grade 3	
CGE 4h - Catholic Graduate Expectation - A Self-Directed, Responsible, Lifelong Learner: Participates in leisure and fitness activities for a balanced and healthy lifestyle.	CGE 7i - Catholic Graduate Expectation - A Responsible Citizen: Respects the environment and uses resources wisely.	CGE 1i - Catholic Graduate Expectation - A Discerning Believer: Integrates faith with life.	
Overall Expectations: Students will:			
1s46 • demonstrate an understanding of ways in which energy is used in daily life;	2s51 • identify wind and moving water as renewable sources of energy and determine the advantages and disadvantages of using them.	3s50 • identify objects, devices, and systems in everyday life that are affected by forces and movement and explain in what ways they are useful to us.	
Journey Activities			
Students will: <ul style="list-style-type: none"> ❑ Consider positive and negative uses of their bodies' energy (e.g. energy can be used to exercise to be fit and healthy; healthy foods and adequate sleep give you energy to participate in academic, physical and spiritual life) 	Students will: <ul style="list-style-type: none"> ❑ Examine the advantages and disadvantages of using wind and water as renewable sources of energy in light of using resources wisely and for the common good to help all people live better lives (e.g., water and wind to produce electricity). 	Students will: <ul style="list-style-type: none"> ❑ Brainstorm ways in which our faith causes action/movement within us. How is this force like the force that moves other objects? How is this force different? 	

Journey Activities for Junior Students - Ontario Catholic School Graduate Expectations

Subject: Science & Technology		Strand: Energy and Control	
Ontario Catholic School Graduate Expectations			
Grade 4	Grade 5	Grade 6	
CGE 7j - Catholic Graduate Expectation - A Responsible Citizen: Contributes to the common good.	CGE 7i - Catholic Graduate Expectation - A Responsible Citizen: Respects the environment and uses resources wisely.	CGE 4f - Catholic Graduate Expectation - A Self-Directed, Responsible, Lifelong Learner : Applies effective communication, decision-making, problem- solving, time and resource management skills.	
Overall Expectations: Students will			
4s47 • identify technological innovations related to light and sound energy and how they are used and controlled at home and in the community, and determine how the quality of life has been affected by these innovations.	5s54 • demonstrate an understanding of the importance of conservation of energy in relation to the wise use of renewable and non-renewable energy sources;	6s52 • design and construct a variety of electrical circuits and investigate ways in which electrical energy is transformed into other forms of energy;	
Journey Activities			
<p>Students will:</p> <ul style="list-style-type: none"> ❑ Consider and list ways in which we use energy at home in a positive or negative way. (e.g., How do headphones block our interactions with family? Do computers keep us from mingling with friends?) ❑ List/illustrate ways to use technological innovations to improve the quality of life for those around us. 	<p>Students will:</p> <ul style="list-style-type: none"> ❑ Be encouraged to see the world resources as a gift from God. ❑ Discuss how they feel when a treasured gift is broken, lost or destroyed. ❑ Illustrate ways they may respect environmental resources at home and in the community. 	<p>Students will:</p> <ul style="list-style-type: none"> ❑ Design circuits and conduct investigations on the transfer of electrical energy. ❑ Compare the transfer of energy to positive energy experienced through acts of kindness and goodwill with others. ❑ Discuss the rights of all individuals in the group to feel accepted and to have their contributions valued. ❑ Work to the best of their ability to fulfill their God-given potential. 	

Journey Activities for Intermediate Students – Ontario Catholic School Graduate Expectations

Subject: Science & Technology		Strand: Energy and Control	
Ontario Catholic School Graduate Expectations			
Grade 7		Grade 8	
CGE 3e - Catholic Graduate Expectation - A Reflective and Creative Thinker: Adopts a holistic approach to life by integrating learning from various subject areas and experience.		CGE 3c - Catholic Graduate Expectation - A Reflective and Creative Thinker: Thinks reflectively and creatively to evaluate situations and solve problems.	
Overall Expectations			
7s53 • identify, through experimentation, ways in which heat changes substances, and describe how heat is transferred		8s62 • demonstrate an understanding of the properties of visible light and the properties of other types of electromagnetic radiation, including infrared and ultraviolet rays, X-rays, microwaves, and radio waves	
Journey Activities			
Students will: <ul style="list-style-type: none"> ❑ Consider the effects of global warming. ❑ Discuss how some actions adversely affect the environment. ❑ Role play a plant or animal expressing their views on the changes to the environment. ❑ Research changes in climate conditions due to global warming. 		Students will: <ul style="list-style-type: none"> ❑ Consider the properties of visible light and other properties of light. ❑ Discuss how energy may enhance the human condition/common good. ❑ Imagine future possibilities of energy sources for the common good. 	

Journey Activities for the Primary Student - Ontario Catholic School Graduate Expectations

Subject: Science & Technology			Strand: Life Systems		
Ontario Catholic School Graduate Expectations					
Grade 1		Grade 2		Grade 3	
CGE7d - A responsible citizen who promotes the sacredness of life		CGE1i - A discerning believer formed in the Catholic faith Community who integrates faith with life		CGE7i - A responsible citizen who respects the environment and uses resources wisely	
Overall Expectations					
1s3 • demonstrate awareness that animals and plants depend on their environment to meet their basic needs, and describe the requirements for good health for humans.		2s3 • identify ways in which humans can affect other animals.		3s3 • describe ways in which plants are important to other living things, and the effects of human activities on plants.	
Journey Activities					
Students will: <ul style="list-style-type: none"> ❑ Identify what we need to live and compare this list to what animals and/or plants need to live. ❑ Describe ways we can be more responsible and help animals meet their basic needs. 		Students will: <ul style="list-style-type: none"> ❑ Investigate what 'extinct' means. ❑ Consider what we are doing to God's wonderful gift of life when we adversely affect the ecosystem that cause the loss of a species. 		Students will: <ul style="list-style-type: none"> ❑ Consider that one of Canada's major products is timber. ❑ Examine the many uses of trees and determine how much paper comes from one tree. ❑ Record the amount of paper used for one week or month – and estimate how many trees were used. ❑ Brainstorm ideas on how to be a responsible citizen in light of paper waste/use. 	

Journey Activities for Junior Students – Ontario Catholic School Graduate Expectations

Subject: Science & Technology		Strand: Life Systems	
Ontario Catholic School Graduate Expectations			
Grade 4	Grade 5		Grade 6
A discerning believer formed in the Catholic faith community who speaks the language of life... "recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it." (Witnesses to Faith)	CGE3e - A reflective and creative thinker who adopts a holistic approach to life by integrating learning from various subject areas and experience.		CGE7d - A responsible citizen who promotes the sacredness of life.
Overall Expectations			
4s3 • describe ways in which humans can change habitats and the effects of these changes on the plants and animals within the habitats.	5s1 • demonstrate an understanding of the structure and function of the respiratory, circulatory, digestive, excretory, and nervous systems, and the interactions of organs within each system.		6s2 • investigate classification systems and some of the processes of life common to all animals (e.g., growth, reproduction, movement, response, and adaptation).
Journey Activities			
Students will: <ul style="list-style-type: none"> ❑ Examine ecosystems and the interaction of the plants and animals therein. ❑ Consider how an ecosystem is affected when one part of it is changed (e.g. a species of animal is added, or removed; water supply is limited;) ❑ Compare this to a community of individuals and/or animals where one is not provided with his/her basic physical or emotional needs, and the effect this has on the community as a whole. 	Students will: <ul style="list-style-type: none"> ❑ Examine how our bodies work together as a whole. (When we eat properly, get enough sleep, and rest all of our body parts function well. A body that is fit is receptive to spiritual and physical growth.) 		Students will: <ul style="list-style-type: none"> ❑ Review the Genesis stories of creation. ❑ Reflect on the fact that God has created us all from the same source. Our lives are intricately tied to everything in creation. ❑ Create a poster that demonstrates this understanding. ❑ Discuss how we may promote the sacredness of life in our community. ❑ Review the processes of life common to all animals.

Journey Activities for Intermediate Students-Ontario Catholic School Graduate Expectations

Subject: Science & Technology	Strand: Life Systems
Ontario Catholic School Graduate Expectations	
Grade 7	Grade 8
CGE1e - A discerning believer formed in the Catholic faith community who speaks the language of life... "recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it." (Witnesses to Faith)	CGE2e - An effective communicator who uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.
Overall Expectations	
7s3 • demonstrate an understanding of the effects of human activities and technological innovations, as well as the effects of changes that take place naturally, on the sustainability of ecosystems.	8s1 • demonstrate an understanding of the basic structure and function of plant and animal cells, and describe the hierarchical organization of cells in plants and animals.
Journey Activities	
Students will: <ul style="list-style-type: none"> <input type="checkbox"/> Examine any damaged ecosystem and brainstorm innovative ways to make it sustainable. <input type="checkbox"/> Consider the notion of stewardship and taking care of God's gift of nature. <input type="checkbox"/> Demonstrate understanding that humans are an integral part of nature, with a responsibility of stewardship. 	Students will: <ul style="list-style-type: none"> <input type="checkbox"/> Discuss the fact that each cell has the same basic components, but that cells have the potential for different functions. <input type="checkbox"/> Consider an analogy to an individual's potential for growth, and for acting for the common good with Jesus as a role model. <input type="checkbox"/> Consider that like cells, humans are alike in their makeup, but each individual has a unique potential.

Journey Activities for the Primary Student – Ontario Catholic School Graduate Expectations

Subject: Science and Technology		Strand: Matter and Materials	
Ontario Catholic School Graduate Expectations:			
Grade 1	Grade 2	Grade 3	
CGE3e - A reflective and creative thinker who adopts a holistic approach to life by integrating learning from various subject areas and experiences	CGE7i - A responsible citizen who respects the environment and uses resources wisely.	CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.	
Overall Expectations			
1s25 • investigate the properties of materials and make appropriate use of materials when designing and making objects.	2s27 • identify and describe ways in which we use our knowledge of liquids and solids in making useful objects and in living in our environment.	3s28 identify and describe using their observations, ways in which static electric charges are made in everyday materials, as well as different types of interactions that take place both between charged materials and between magnetized materials.	
Journey Activities			
<p>Students will:</p> <ul style="list-style-type: none"> ❑ Think about their favourite object or toy. ❑ Identify all the materials that they were made from. ❑ Reflect on the diversity of creation and the responsibility of humans to be caretakers, not users of the Earth's resources. 	<p>Students will:</p> <ul style="list-style-type: none"> ❑ Discuss the story(Exodus) of the Egyptian slaves who had to create buildings out of clay for the Pharaoh. ❑ Conduct an investigation by building a structure or free standing objects(one group uses a soft modeling material, the other has the advantage of using toothpicks) ❑ Determine which one is more durable. ❑ Reflect on Pharaoh's motivation to keep the straw. 	<p>Students will:</p> <ul style="list-style-type: none"> ❑ In small groups, select a variety of objects that may be attracted or repelled by a magnet. ❑ Make a list of both attracted and repelled objects they could use. ❑ Experiment and present results to the larger group. ❑ List types of questions that may be used effectively in a presentation format. ❑ Demonstrate respect and consideration for small group presentations. 	

Journey Activities for Junior Students - Ontario Catholic School Graduate Expectations

Subject: Science & Technology		Strand: Matter and Materials	
Ontario Catholic School Graduate Expectations:			
Grade 4	Grade 5	Grade 6	
CGE5e - A collaborative contributor who respects the rights, responsibilities and contributions of self and others.	CGE2e - An effective communicator who uses and integrates the Catholic faith tradition, in the critical analysis of the arts, medias, technology and information systems to enhance the quality of life.	CGE3c - A reflective and creative thinker who thinks reflectively and creatively to evaluate situations and solve problems.	
Overall Expectations			
4s21 • investigate materials that transmit, reflect, or absorb light or sound and use their findings in designing objects and choosing materials from which to construct them.	5s29 • identify the properties that make different materials useful in everyday products and discuss the environmental impact of their use.	6s26 • identify design features (of products or structures) that make use of the properties of air, and give examples of technological innovations that have helped inventors to create or improve flying devices.	
Journey Activities			
<p>Students will:</p> <ul style="list-style-type: none"> ❑ Read Joshua Verse 2-5:20 (The story of the walls of Jericho tumbling down) ❑ Ask the students to brainstorm ways in which this may have happened. ❑ Experiment and/or list various ways sound travels.(e.g., tin can telephone, sound waves – base) ❑ Focus on the unique gifts and talents that all people are given by God in who use sound waves that improve our way of life. ❑ Demonstrate/model constructive criticism techniques (e.g. phrasing criticisms positively as suggestions for improvement). 	<p>Students will:</p> <ul style="list-style-type: none"> ❑ Recognize that some things make our lives easier or comfortable but also may damage the environment. ❑ Brainstorm some things that make life easy but destroy the planet (e.g. fluorescent lights, freon from air conditioners). ❑ Consider the alternatives to reduce environmental impact and to enhance the quality of life. 	<p>Students will:</p> <ul style="list-style-type: none"> ❑ Reflect on God’s’ gifts of imagination and creativity to humans. ❑ Brainstorm examples of human ingenuity (e.g. da Vinci’s design of the helicopter) ❑ Think creatively to develop a futuristic flight apparatus. 	

Journey Activities for Intermediate Students – Ontario Catholic School Graduate Expectations

Subject: Science & Technology		Strand: Matter and Materials	
Ontario Catholic School Graduate Expectations			
Grade 7		Grade 8	
CGE 7i - Catholic Graduate Expectation - A Responsible Citizen: Respects the environment and uses resources wisely.		CGE 1e - Catholic Graduate Expectation - A Discerning Believer: Speaks the language of life..."recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it." (Witnesses to Faith)	
Overall Expectations			
7s27 • identify human uses of mixtures and solutions in everyday life, and evaluate the environmental impact of some of these uses.		8s31 • describe how knowledge of the properties of fluids can help us to understand and influence organisms in the natural world, and to design and operate technological devices and to evaluate how efficiently different devices make use of these properties.	
Journey Activities			
<p>Students will:</p> <ul style="list-style-type: none"> ❑ Conduct an inventory of all the solvents, mixtures, and solutions that their homes contain. ❑ Determine what the purpose of each is. ❑ Develop alternative ways to keep homes clean. ❑ Reflect on the question "When we pour harmful solvents down the drain, are we acting as a steward of creation?" 		<p>Students will:</p> <ul style="list-style-type: none"> ❑ Explore the uses of scientific knowledge and the technology that is created as a result. ❑ Reflect on uses of technology that have a positive or negative impact on people. ❑ Consider the technological development of the automobile and how it has evolved with respect to the use of gasoline and other energy sources. 	

Journey Activities for Primary Students - Ontario Catholic School Graduate Expectations

Subject: Science & Technology		Strand: Earth and Space Systems	
Ontario Catholic School Graduate Expectations			
Grade 1	Grade 2	Grade 3	
<p>CGE 1b - Catholic Graduate Expectation - A Discerning Believer: Participates in the sacramental life of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story.</p> <p>CGE 4d - Catholic Graduate Expectation - A Self-Directed, Responsible, Lifelong Learner : Responds to, manages and constructively influences change in a discerning manner.</p>	<p>CGE 1e - Catholic Graduate Expectation - A Discerning Believer: Speaks the language of life..."recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it." (Witnesses to Faith)</p>	<p>CGE 7j - Catholic Graduate Expectation - A Responsible Citizen: Contributes to the common good.</p>	
Overall Expectations:			
<p>1s91 • describe how living things, including humans, adapt to and prepare for daily and seasonal changes.</p>	<p>2s90 • demonstrate an awareness of the forms in which water and air are present in the environment, and describe ways in which living things are affected by water and air.</p>	<p>3s98 • recognize the dependence of humans and other living things on soil and recognize its importance as a source of materials for making useful objects.</p>	
Journey Activities			
<p>Students will:</p> <ul style="list-style-type: none"> ❑ Be introduced to the liturgical calendar and identify the main seasons (Advent, Christmas, Lent, Easter, Ordinary Time). ❑ Demonstrate understanding that our daily/weekly ritual focuses on the sacred meal which sustains us spiritually. ❑ Consider changes in their lives (e.g. moving, parent changing jobs, losing a treasured toy) and that God gives us strength to sustain us in difficult times. 	<p>Students will:</p> <ul style="list-style-type: none"> ❑ Identify water and air as necessary to sustain life on Earth. ❑ Reflect on the part that water and air play in the creation story in Genesis. 	<p>Students will:</p> <ul style="list-style-type: none"> ❑ Listen to the reading of Genesis 2.4b – 24 (or any part therein). God reminds us that we are tied to the earth and must take care of it as we would a family member. ❑ Students create an illustration of one way we depend on soil and another illustration or dramatization on how we may care for soil. 	

Journey Activities for the Junior Student- Ontario Catholic School Graduate Expectations

Subject: Science & Technology		Strand: Earth and Space Systems	
Ontario Catholic School Graduate Expectations			
Grade 4	Grade 5	Grade 6	
CGE 5d - Catholic Graduate Expectation - A Collaborative Contributor: Finds meaning, dignity, fulfillment and vocation in work which contributes to the common good.	CGE 3b - Catholic Graduate Expectation - A Reflective and Creative Thinker: Creates, adapts, evaluates new ideas in light of the common good.	CGE 5g - Catholic Graduate Expectation - A Collaborative Contributor: Achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others.	
Overall Expectations: Students will			
4s103 • describe the effects of human activity (e.g., land development, building of dams, mine development, erosion-preventing measures) on physical features of the landscape, and examine the use of rocks and minerals in making consumer products.	5s106 • investigate the major climatic factors associated with weather, and design, construct, and test a variety of instruments for recording various features of the weather.	6s102 • investigate, using models and simulations, the relationship between the sun, earth, and moon, the patterns of change observable on earth that result from the movement of these bodies, and the physical characteristics of the different components of the solar system (e.g., the sun and planets, inner planets and outer planets).	
Journey Activities			
Students will: <ul style="list-style-type: none"> ❑ Reflect on the positive and negative impact of human activity that intrudes on the physical features of the Earth. ❑ Examine careers connected with these activities.(e.g., mining, logging). ❑ Discuss how the work done in these careers may contribute to the common good. (identify the ecological contribution/work within these areas in light of consumer needs/wants). 	Students will: <ul style="list-style-type: none"> ❑ Identify some of the adverse results of weather (e.g. injury, loss of life, damage to homes and crops, etc.). ❑ Demonstrate understanding that weather is the result of a combination of conditions in the atmosphere. ❑ Create original methods to record weather features in the prediction or observation of rainfall, wind etc. 	Students will: <ul style="list-style-type: none"> ❑ Construct various types of models of the solar system from a range of perspectives (e.g. 2-D, 3-D, computer simulation). ❑ Discuss the rights of all individuals to feel accepted and to have their contributions valued. ❑ Encourage all group members to work to the full potential of their God-given talents. 	

Journey Activities for Intermediate Students - Ontario Catholic School Graduate Expectations

Subject: Science & Technology		Strand: Earth and Space Systems	
Ontario Catholic School Graduate Expectations			
Grade 7		Grade 8	
CGE 3a - Catholic Graduate Expectation - A Reflective and Creative Thinker: Recognizes there is more grace in our world than sin and that hope is essential in facing all challenges.		CGE 7d - Catholic Graduate Expectation - A Responsible Citizen: Promotes the sacredness of life.	
Overall Expectations			
7s106 • identify the factors that must be considered in making informed decisions about land use and explain their importance (e.g., environmental impact; properties of soil).		8s121 • examine how humans use resources from the earth's different water systems and identify the factors involved in managing these resources for sustainability.	
Journey Activities			
Students will: <ul style="list-style-type: none"> ❑ Identify areas locally or nationally where there is a negative environmental impact. ❑ Brainstorm actions that individuals and groups can take (e.g. write letters of concern to the appropriate levels of government) to bring about changes for the common good. ❑ Reflect on the concept of hope, and that as followers of Christ, Christians maintain hope in facing all challenges. 		Students will: <ul style="list-style-type: none"> ❑ Identify areas where drought occurs and the impact of drought on the local people. ❑ Brainstorm ways/designs in which water can be made available.(e.g., Roman aqueducts) ❑ Consider the responsibility of people in developed nations to support those in developing nations. ❑ Research and present methods that sustain water for all life forms. 	

Journey Activities for Primary Students - Ontario Catholic School Graduate Expectations

Subject: Social Studies		Strand: Heritage and Citizenship	
Ontario Catholic School Graduate Expectations			
Grade 1	Grade 2	Grade 3	
<p>CGE 1d – Catholic Graduate Expectation – A Discerning Believer: Develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good.</p> <p>CGE 1i – Catholic Graduate Expectation – A Discerning Believer: Integrates faith with life.</p> <p>CGE 3e – Catholic Graduate Expectation – A Reflective and Creative Thinker: Adopts a holistic approach to life by integrating learning from various subject areas and experiences.</p>	<p>CGE 1h – Catholic Graduate Expectation – A Discerning Believer: Respects the faith traditions, world religions and the life-journey of all people of good will.</p> <p>CGE 12e – Catholic Graduate Expectation – An Effective Communicator: Uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.</p>	<p>CGE 7i – Catholic Graduate Expectation – A Responsible Citizen: Respects and uses resources wisely.</p> <p>CGE 7j – Catholic Graduate Expectation – A Responsible Citizen: Contributes to the common good.</p> <p>CGE 7f – Catholic Graduate Expectation – A Responsible Citizen: Respects and affirms the diversity and interdependence of the world’s peoples and cultures.</p>	
Overall Expectations			
<p>1z3 – describe the roles and responsibilities of various family members, as well as of other people in their school and neighbourhood. Also consider 1z11, 1z12, 1z13, Specific Expectations.</p>	<p>2z3 – describe contributions made by individuals and groups to the local community.</p> <p>Also consider 2z5, 2z6, 2z10, Specific Expectations.</p>	<p>3z1 – identify early settlers and their origins, and describe their lives and contributions</p> <p>3z2 – identify the contributions of Aboriginal peoples to early settlement;</p>	
Journey Activities			
<p>Students will:</p> <ul style="list-style-type: none"> ❑ Discuss the steps of how to take turns, and how to share. These skills assist students to behave in socially responsible ways (e.g., Cooperative Game Rules, sports, social play) ❑ Examine the ongoing responsibilities of caring for a pet or nurturing a plant. ❑ List the steps of self care (e.g., brushing teeth, bathing) and discuss how good hygiene contributes to the well-being of self and society. 	<p>Students will:</p> <ul style="list-style-type: none"> ❑ Examine the traditions within their home, school and community. These traditions may be similar or different but meaningful to those who practice them. Traditions might be categorized according to whether they are shared in small groups or large groups of people (Mother’s Day, Christmas, a wedding). ❑ Examine the contributions that traditions make to the family and to the community. (e.g., attending and participating in mass, volunteer work, attending community events). 	<p>Students will:</p> <ul style="list-style-type: none"> ❑ Examine Aboriginal methods for planting seeds, preventing weeds from growing in the gardens, collecting maple syrup. ❑ Examine the conditions that met the pioneers in early settlements, and established settlements). ❑ Discuss how the common good was the focus the Aboriginal people shared their methods for surviving and prospering in their environment with the pioneers. 	

Journey Activities for Junior Students - Ontario Catholic School Graduate Expectations

Subject: Social Studies		Strand: Heritage and Citizenship
Ontario Catholic School Graduate Expectations		
Grade 4	Grade 5	Grade 6
<p>CGE 1c – Catholic Graduate Expectation – A Discerning Believer: Actively reflects on God’s Word as communicated through the Hebrew and Christian scriptures.</p> <p>CGE 1d – Catholic Graduate Expectation – A Discerning Believer: Develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good.</p> <p>CGE 1h – Catholic Graduate Expectation – A Discerning Believer: Respects the faith traditions, world religions and the life-journeys of all people of good will.</p>	<p>CGE 5e – Catholic Graduate Expectation – A Collaborative contributor: Respects the rights, responsibilities and contributions of self and others.</p> <p>CGE 7f – Catholic Graduate Expectation – A Responsible Citizen: Respects and affirms the diversity and interdependence of the world’s peoples and cultures.</p>	<p>CGE 7b – Catholic Graduate Expectation – A Responsible Citizen: Accepts accountability for one’s own actions.</p> <p>CGE 7d – Catholic Graduate Expectation – A Responsible Citizen: Promotes the sacredness of life.</p> <p>CGE 7e – Catholic Graduate Expectation – A Responsible Citizen Witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.</p>
Overall Expectations		
<p>4z2 – describe the impact of Christianity, the Crusades, Islamic culture, and the Magna Carta on medieval society;</p>	<p>5z2 – identify physical and social needs of people in early civilizations and compare the ways in which these needs were met; Also consider 5z8, 5z9, Specific Expectations.</p>	<p>6z3 –demonstrate an understanding of the social, political, and economic issues facing Aboriginal peoples in Canada today. Also consider 6z5, 6z9, Specific Expectations.</p>
Journey Activities		
<p>Students will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Examine heroes within the parables and the scriptures. <input type="checkbox"/> Compare these stories with how people accepted social responsibility in medieval times. <input type="checkbox"/> Document how these parables lead us to live a responsible life. 	<p>Students will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Examine the physical and social needs of early civilizations and how they depended on moral and religious beliefs to guide their daily lives. <input type="checkbox"/> Examine how they prepare for Eucharist and Reconciliation and how it affects their daily lives (e.g., set aside time to celebrate mass). <input type="checkbox"/> Compare the ways in which other religious practice or celebrate events in their religious lives or calendar. 	<p>Students will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Examine the positive and negative affects of change their life. <input type="checkbox"/> Compare the way their grandparents lived to the way they live (e.g., automated tellers, cell phones, beeper, internet). <input type="checkbox"/> Identify items that we use as beneficial or detrimental to the environment and human wellness (e.g., artificial ingredients, fast food diets, and drinking water). <input type="checkbox"/> Examine the affects of weed killers and pesticides as health risks and the moral responsibility of manufactures and users of these products.

Journey Activities for Primary Students - Ontario Catholic School Graduate Expectations

Subject: Social Studies		Strand: Canadian and World Connections	
Ontario Catholic School Graduate Expectations			
Grade 1	Grade 2	Grade 3	
<p>CGE 6a – Catholic Graduate Expectation – A Caring Family Member: A caring family member who attends to family, school, parish, and the wider community.</p> <p>CGE 6c – Catholic Graduate Expectation – A Caring Family Member: Values and honours the important role of the family in society.</p> <p>CGE 7d – Catholic Graduate Expectation – A Responsible Citizen: Promotes the sacredness of life.</p>	<p>CGE 1h – Catholic Graduate Expectation – A Discerning Believer: Respects the faith traditions, world religions and the life-journeys of all people of good will.</p> <p>CGE 2c – Catholic Graduate Expectation – An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.</p> <p>CGE 3b – Catholic Graduate Expectation – A Reflective Thinker: Creates, adapts, evaluates new ideas in light of the common good.</p> <p>CGE 7i – Catholic Graduate Expectation – A Responsible Citizen: Respects the environment and uses resources wisely.</p>	<p>CGE 3f – Catholic Graduate Expectation – A Reflective Creative Thinker: Examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.</p> <p>CGE 7i – Catholic Graduate Expectation – A Responsible Citizen: Respects the environment and uses resources wisely.</p>	
Overall Expectations			
<p>1z27 – describe how people in the community interact to meet basic needs.</p> <p>Also consider 1z28, 1z29, Specific Expectations.</p>	<p>2z22 – demonstrate an understanding that the world is made up of countries where people have both similar and different lifestyles;</p> <p>Also consider 2z28, 2z29, Specific Expectations.</p>	<p>3z32 – describe some possible relationships between communities and natural environments;</p> <p>Also consider 3z35, 3Z36, Specific Expectations.</p>	
Journey Activities			
<p>Students will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Examine activities and jobs that contribute to the way families meet their basic needs (e.g., grocer sells fruit and vegetables that parents buy in order to provide food for the family; teacher and parish priest teach gospel values; parents support their physical and spiritual well-being). <input type="checkbox"/> Identify how they contribute to family and spiritual life (e.g., family prayer, chores, and personal responsibilities). 	<p>Students will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Examine the ways in which families and friends nurture our spiritual, emotional and physical well being (e.g., friends recognize our talents and gifts; families provide shelter and a safe home environment). <input type="checkbox"/> Examine the ways they contribute to the family and community (e.g., shared life, Catholic Childhood Missions, playing with a younger sibling, Eucharist). 	<p>Students will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Examine rules that protect natural processes (e.g., no fishing signs during spawning season; fishing licenses and quotas; no heavy truck signs on some residential streets) <input type="checkbox"/> Examine the consequences of over use of resources (e.g., running the water unnecessarily) and the benefits of conservation of resources (e.g., recycling) <input type="checkbox"/> Identify future concerns that can be preventable by taking responsibility now (e.g., planting a tree before one is cut down). 	

Journey Activities for Junior Students - Ontario Catholic School Graduate Expectations

Subject: Social Studies		Strand: Canadian and World Connections	
Ontario Catholic School Graduate Expectations			
Grade 4	Grade 5	Grade 6	
<p>CGE 1i – Catholic Graduate Expectation – A Discerning Believer: Integrates faith with life.</p> <p>CGE 3f – Catholic Graduate Expectation – A Reflective and Creative Thinker: Examines, evaluates and applies knowledge of interdependent systems (Physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.</p>	<p>CGE4a – Catholic Graduate Expectation – A Self-Directed, Responsible, Lifelong Learner: Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;</p> <p>CGE 5e – Catholic Graduate Expectation – A Collaborative Contributor: Exercises Christian leadership in the achievement of individual and group goals.</p> <p>CGE 7h – Catholic Graduate Expectation – A Responsible Citizen: Exercises the rights and responsibilities of Canadian citizens</p>	<p>CGE 2e – Catholic Graduate Expectation – An Effective Communicator; Presents information and ideas clearly and honestly and with sensitivity to others.</p> <p>CGE 7f – Catholic Graduate Expectation – A Responsible Citizen: Respects and affirms the diversity and interdependence of the world’s people.</p> <p>CGE 7i – Catholic Graduate Expectation – A Responsible Citizen: Respects the environment and uses resources wisely</p> <p>CGE 7j – Catholic Graduate Expectation – A Responsible Citizen: Contributes to the common good.</p>	
Overall Expectations:			
<p>4z24 – demonstrates an awareness of the various relationships (e.g., with respect to their economies or governments); Also consider 4z30, Specific Expectation.</p>	<p>5z35 – demonstrate an understanding of the rights of Canadians, including those specified in the Charter of Rights; (Specific Expectation) Also consider 5z36, Specific Expectation.</p>	<p>6z21 – describe the ways in which Canada is connected to the rest of the world through trade; Also consider 6z26, 6z47,6z48, Specific Expectations.</p>	
Journey Activities			
<p>Students will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Examine their personal talents and discuss how they share their gifts with those they work, play or live with. <input type="checkbox"/> Examine how sharing contributes to their growth and that of others. <input type="checkbox"/> Examine the resources that are within their region and consider the advantages and consequences of exchanging resources with other regions. 	<p>Students will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Examine the value of all living creatures. <input type="checkbox"/> Examine the rights that students have in various setting (e.g., playground, and classroom, in a team activity). <input type="checkbox"/> Debate recent changes in children’s’ rights (e.g., The Young Offenders Act, The Safe Schools Act) <input type="checkbox"/> Examine the right, as well as the historical significance, to have publicly funded Catholic education. <input type="checkbox"/> Explore how rights have been gained and lost as well as how students and their parents can take on the responsibility in protecting their rights (e.g., voting, writing letters to government officials) 	<p>Students will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Examine the role Canada plays in the global community. <input type="checkbox"/> Examine Canada’s rules and regulations on importing and exporting goods to other countries. <input type="checkbox"/> Examine reasons for Canada to establish temporary bans on products (e.g., mad cow, hoof and mouth disease). <input type="checkbox"/> Explore how Canada protects its agricultural regions and those of other countries. Compare the protection of the Canadian agricultural industry within the global community with Canadian peacekeepers protecting people at risk within the global community. 	

Journey Activities for Intermediate Students – Ontario Catholic Graduate Expectations Geography, Grade 7

Topic: Themes of Geographic Inquiry	Topic: Patterns in Physical Geography	Topic: Natural Resources
Catholic Graduate Expectations		
CGE 5c - Catholic Graduate Expectation - A Collaborative Contributor: Develops one's God-given potential and makes a meaningful contribution to society.	CGE 7f - Catholic Graduate Expectation - A Responsible Citizen: Respects and affirms the diversity and interdependence of the world's peoples and cultures.	CGE 7e - Catholic Graduate Expectation - A Responsible Citizen: Witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.
Overall Expectations		
7g2 • use the five themes of geography (location/place, environment, region, interaction, movement) to focus their inquiries;	7g23 • demonstrate an understanding of how physical patterns affect human activity.	7g49 • demonstrate an understanding of how human activity (e.g., canal building) affects people and the environment.
Journey Activities		
<p>Students will:</p> <ul style="list-style-type: none"> ❑ Discuss that they are being introduced to a new area of study (Geography). ❑ Review the concept of our shared responsibility of stewardship to the earth. ❑ Keep this concept in mind as they focus on the inquiry of geographic studies on this topic. 	<p>Students will:</p> <ul style="list-style-type: none"> ❑ Discuss the fair distribution of the Earth's resources. ❑ Examine densely populated areas as compared to Canada's population density and discuss the attitude of people in various places toward wise use of resources – eg. fresh water. 	<p>Students will:</p> <ul style="list-style-type: none"> ❑ Brainstorm examples of how human activity can positively and negatively affect the environment. ❑ In teams, simulate an example of human activity which can have positive effects on the people and the environment of a given place(eg. irrigation of an area that has suffered from drought). ❑ Examine all the effects of their plan – eg. bringing water from a river to irrigate crops will produce food for the local people, but may have negative effects on the environment

Journey Activities for Intermediate Students –Ontario Catholic School Graduate Expectations Geography, Grade 8

Topic: Patterns in Human Geography	Topic: Economic Systems	Topic: Migration
Catholic Graduate Expectations		
CGE 7i - Catholic Graduate Expectation - A Responsible Citizen: Respects the environment and uses resources wisely.	CGE 3f - Catholic Graduate Expectation - A Reflective and Creative Thinker: Examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio- economic and ecological) for the development of a just and compassionate society.	CGE 3d - Catholic Graduate Expectation - A Reflective and Creative Thinker: Makes decisions in light of gospel values with an informed moral conscience.
Overall Expectations		
8g1 • identify and explain patterns in human geography (e.g., population distribution, population characteristics, settlement patterns, and urbanization) and describe how human activities are affected by these patterns;	8g23 • describe the economic relationship between Canada and the global community (e.g., with respect to harvesting resources, manufacturing goods, the provision of services worldwide);	8g41 • demonstrate an understanding of the ways in which cultures are affected by migration;
Journey Activities		
Students will: <ul style="list-style-type: none"> ❑ Discuss the effects of urbanization on the ability of humans to live a quality life (e.g., people choose to settle in cities due to the greater availability of jobs, but the cost of living is higher in highly urbanized areas). 	Students will: <ul style="list-style-type: none"> ❑ Discuss Canada’s role as a member of the world’s developed nations. ❑ Determine what role Canada should play in light of gospel values. 	Students will: <ul style="list-style-type: none"> ❑ Examine current events where migration of people has resulted in negative effects on their culture. Why is violence never the answer? What is the Christian response?

Journey Activities for Intermediate Students - Ontario Catholic School Graduate Expectations History, Grade 7

Topic: New France	Topic: British North America	Topic: Conflict and Change
Ontario Catholic School Graduate Expectations		
CGE 7f - Catholic Graduate Expectation - A Responsible Citizen: Respects and affirms the diversity and interdependence of the world's peoples and cultures.	CGE 2a - Catholic Graduate Expectation - An Effective Communicator: Listens actively and critically to understand and learn in light of gospel values.	CGE 3d - Catholic Graduate Expectation - A Reflective and Creative Thinker: Makes decisions in light of gospel values with an informed moral conscience.
Overall Expectations		
7h2 • demonstrate an understanding of how the early French Canadian communities adapted to the challenges of their new land;	7h22 • describe the origin and development of English settlement in Canada in the late eighteenth century;	7h40 • demonstrate an understanding of the nature of change and conflict, methods of creating change, and methods of resolving conflicts;
Journey Activities		
Students will: <ul style="list-style-type: none"> ❑ Brainstorm how communities of individuals can support each other in light of Jesus' teaching to love one another as He loves us. ❑ Identify how individuals supported the community as early settlers of New France met the challenges of the new land. ❑ Examine the interactions between European settlers and Aboriginal peoples in light of gospel values. 	Students will: <ul style="list-style-type: none"> ❑ Critically examine the conflicts that arose between groups of people (e.g. Loyalists, Patriots) with an openness to all points of view. ❑ Role play members of various groups in debating the actions taken by each group. ❑ Consider the actions of various groups in light of gospel values and explore alternative solutions. 	Students will: <ul style="list-style-type: none"> ❑ Reflect upon the key teaching of Christ to love one another. ❑ Consider that conflict in itself is not negative, but rather how we deal with conflict can be positive or negative. ❑ Examine the conflicts and resolutions of the time period in light of gospel values. ❑ Discuss and present alternative solutions to create change and resolve conflict.

Journey Activities for Intermediate Students – Ontario Catholic School Graduate Expectations History, Grade 8

Topic: Confederation	Topic: Development of Western Canada	Topic: A Changing Society
Ontario Catholic School Graduate Expectations		
CGE 7g - Catholic Graduate Expectation - A Responsible Citizen: Respects and understands the history, cultural heritage and pluralism of today's contemporary society.	CGE 7e - Catholic Graduate Expectation - A Responsible Citizen: Witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.	CGE 1c - Catholic Graduate Expectation - A Discerning Believer: Actively reflects on God's Word as communicated through the Hebrew and Christian scriptures. CGE 1d - Catholic Graduate Expectation - A Discerning Believer: Develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good
Overall Expectations		
8h2 analyse and describe current issues and their potential impact on Confederation today (e.g., demands of the Aboriginal peoples, Quebec issues, Western issues);	8h17 • demonstrate an understanding of the growth and development of the West from the points of view of the Canadian government, Aboriginal peoples, Metis, and new immigrants;	8h35 • demonstrate an understanding of how diverse groups and individuals have contributed to the historical, cultural, and economic development of Canada;
Journey Activities		
Students will: <ul style="list-style-type: none"> <input type="checkbox"/> Focus on the challenge of the Gospel -respecting diversity requires compromise. <input type="checkbox"/> Role play the various issues/groups through directed activity. <input type="checkbox"/> Describe the qualities/characteristics required we would like to recognize in decision makers to sustain equity in today's contemporary society. 	Students will: <ul style="list-style-type: none"> <input type="checkbox"/> Write letters to a loved one from the point of view of the Metis, new settlers or Aboriginal people outlining their experiences and fears. <input type="checkbox"/> Be invited to share their letters. <input type="checkbox"/> Reflect on how Gospel values were or were not lived in the experiences. 	Students will: <ul style="list-style-type: none"> <input type="checkbox"/> Read Paul's letter to the Corinthians 12.12-31. Explain to students that everybody contributes to the development of Canada – make a direct relationship from the national scale to community partnerships. <input type="checkbox"/> Create a square patch indicating their own cultural identity along with significant historical, cultural or economic contributions made by Canadians. These can be sewn together and displayed in the classroom.