Theme 1: Created and Loved by God

**Grade Four**
- respond to a story about a special gift
- recognize and appreciate that human life is a gift of love from God
- identify some similarities and differences among their classmates
- recognize the uniqueness of each person and the shared gift of being human
- identify characteristics of two stages of human development: infancy and childhood
- recognize that growing and developing are part of being a person
- identify some of the people who help them grow and develop
- recognize that all people need others to help them grow
- analyze situations in which people can affect others by what they do or say
- recognize the importance of becoming more sensitive to other people’s feelings

**Key vocabulary:** stages of development, pre-natal, infancy

**Grade Five**
- create a short written description of their thoughts and feelings as they begin Grade 5
- respond to a story about a boy who has done something wrong
- recognize that we need to ask forgiveness from people we have harmed, and from God, who is always ready to listen and forgive
- respond to a story about Mr. Talbot and his class rules
- recognize and appreciate the uniqueness of each person in the class
- identify and describe some features of the physical, emotional, social, and intellectual characteristics of human development
- recognize and appreciate the gift of each human life
- respond to a story about the death of an elderly man
- recognize and appreciate the importance of support and prayer at the time of a death

**Key vocabulary:** respect, puberty, physical, emotional, social, intellectual, spiritual

**Grade Six**
- respond to a story about the impact of the giving gift
- recognize and appreciate that each person is created in God’s image to be a person of love
- create a jigsaw puzzle that reflects aspects of their unique lives
- appreciate the complexity and mystery of each person created by God
- identify some of the ways in which human development is supported and influenced by other people
- recognize and appreciate the presence of life-giving people in their lives
- respond to a story about an incident of bullying
- recognize the harm caused by bullying and the need to seek adult help for serious problems
- identify and describe some of the ways that people can make a difference in the lives of others
- appreciate the power of life-giving love in action

**Key vocabulary:** restorative justice

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Theme 2: Living in Relationship

**Grade Four**
- identify some of the regular and special occasions when family members spend time together
- recognize the importance of spending time together as a family
- respond to a story by identifying signs of family love
- recognize and appreciate the signs of love in their families
- identify some of the feelings that children experience as a result of separation and divorce
- recognize the need to be sensitive to the feelings of those who have recently experienced a separation in their families
- recognize that family members share responsibilities and each member of the family has a contribution to make
- identify some of the reasons that responsibilities in a large family may change
- identify and distinguish between effective and ineffective strategies for making friends
- explain why people have to learn to be a friend in order to have friends

**Key vocabulary:** responsibility

**Grade Five**
- examine the ways in which the Casey family members relate to each other
- recognize and appreciate the value of loving relationships within families
- describe the promises that are made in marriage
- recognize that children are a special sign of the love between a husband and a wife
- identify some of the gifts they received from their parents at the moment of conception
- recognize and appreciate the importance of the love and care they receive from their families and from other people
- explain, using appropriate vocabulary, how a baby’s needs are met in the uterus
- describe how identical and fraternal twins occur
- explain the main events involved in the birth of a baby
- describe some of the characteristics and needs of newborn babies
- identify characteristics of two stages of human development: adolescence and adulthood
- recognize that in a year or so, many of them will enter the Grade Four class
- examine the process of making a commitment
- recognize the need for thought before making a commitment
- identify some of the pleasurable and difficulties of keeping commitments
- recognize the value of keeping commitments

**Key vocabulary:** commitment

**Grade Six**
- identify some reasons why we avoid accepting responsibility for our actions
- recognize and appreciate that actions have consequences for ourselves and others
- respond to a story about being up to one’s beliefs
- recognize and appreciate that our commitment to ourselves is a commitment to be the people God created us to be
- identify commitments in their lives
- recognize and appreciate that learning to keep commitments involves difficulties and satisfaction

**Key vocabulary:** responsibility, perseverance

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Theme 3: Created Sexual: Male and Female

**Grade Four**
- identify the major body systems, and the unique characteristics of the reproductive system
- recognize and appreciate that God created human beings as body/spirit persons
- identify the major parts of the female and male reproductive systems
- recognize and appreciate the need for respect when speaking about the gift of being able to create new human life
- identify the main features of female and male fertility
- recognize and appreciate the power of human fertility and the responsibility to use it according to God’s plan
- identify the physical changes of puberty for girls and boys
- recognize that there is a wide range of ages at which the physical changes of puberty occur
- identify some of the social and emotional changes related to puberty
- recognize that growing up is a process that takes time and patience

**Key vocabulary:** sexual, sexuality, system, reproductive, vulva, cervix, fallopian tubes, urethra, scrotum, testicles, vas deferens, hormone, pubic hair, nocturnal emission, modesty

**Grade Five**
- identify some of the social and emotional changes related to puberty
- identify some of the physical, emotional, and social changes related to puberty
- recognize that the maturation of the reproductive system has an impact on all aspects of their development as persons
- identify some of the ways in which heredity and environment influence identity and development
- describe some of the choices they can make as they continue to develop

**Key vocabulary:** sexual, sexuality, menopause, nucleus, membrane, DNA, chromsome, gene, zygote, embryo, fetus, trimester, labour, childbirth, heredity, environment

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Theme 4: Growing in Commitment

**Grade Four**
- explain the meaning of commitments
- identify some of their commitments
- examine the process of making a commitment
- recognize the need for thought before making a commitment
- identify some of the pleasures and difficulties of keeping commitments
- recognize the value of keeping commitments

**Key vocabulary:** commitment

**Grade Five**
- describe some of the ways in which the world is their home
- recognize and appreciate that the world is a special home
- identify some of the ways that people can care for the physical environment
- recognize and appreciate the importance of being good caretakers of the physical environment
- examine some of the ways people contribute to building the world through work
- recognize and appreciate the value of human work

**Key vocabulary:** community

**Grade Six**
- explain the meaning of commitment
- describe some of the ways in which they learn about being a community person
- analyze aspects of the lives of both famous and unrecognized people who operate in the world
- describe the qualities and accomplishments of a person who is a model of commitment
- describe some of the commitments in their lives
- recognize and appreciate that becoming a committed person involves both difficulties and rewards

**Key vocabulary:** commitment, model

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Theme 5: Living in the World

**Grade Four**
- describe some of the ways in which the world is their home
- recognize and appreciate that the world is a special home
- identify some of the ways that people can care for the physical environment
- recognize and appreciate the importance of being good caretakers of the physical environment
- describe some of the ways people contribute to building the world through work
- recognize and appreciate the value of human work

**Key vocabulary:** community

**Grade Five**
- identify the small communities that make up their world
- describe a community as a group of people who have special interests in common
- respond to and analyze a description of a parish community
- identify some of the attitudes and activities of the members of a good community
- explain four important signs of a good community
- recognize and appreciate that creating a good community requires the participation of all members
- identify some of the common needs of all people in the world
- recognize and appreciate the importance of using their gifts to make the world a better place for everyone

**Key vocabulary:** community

**Grade Six**
- analyze the human capacity to influence and be influenced
- appreciate the need to be aware of influences on themselves and their members of commitment
- explain the meaning of values and virtues
- describe some ways television, advertising, and stereotypes influence people
- describe some ways in which they can be good stewards of the natural environment
- analyze that they are part of the world and have responsibility to be a positive influence on the natural environment
- describe some ways in which they can protect the social environment
- recognize that they are part of the world and have a responsibility to be a positive influence on the social environment

**Key vocabulary:** influence, values, virtues, steward, social environment