

**Additional Expectations Which can be Addressed with the Imagine Lesson Plans  
For Catholic Boards of Education**

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**Religion Expectations**

Grade	Expectations Addressed
JK/K	<ul style="list-style-type: none"> <li>• recognize that God gave us Jesus to show us the way to love one another</li> <li>• demonstrate how God calls us to treat everyone as a valuable member of our community</li> <li>• recognize and display positive behaviour</li> <li>• demonstrate respect for people, self, materials, and nature</li> <li>• demonstrate small acts of kindness toward others</li> </ul>
1	<ul style="list-style-type: none"> <li>• identify Jesus' invitation for them to love and forgive one another</li> <li>• recognize that God wants all people to accept individual differences and to be friends</li> <li>• communicate that God welcomes and includes all people and we are called to do the same</li> </ul>
2	<ul style="list-style-type: none"> <li>• identify signs of welcome, hospitality, acceptance and friendship</li> <li>• recognize the importance of belonging and friendship</li> </ul>
3	<ul style="list-style-type: none"> <li>• demonstrate and use her/his own unique gifts to help others</li> <li>• examine ways we participate in God's dream when we help others</li> </ul>
4	<ul style="list-style-type: none"> <li>• communicate a respect for other people's sacred places and worship</li> </ul>
5	<ul style="list-style-type: none"> <li>• recognize the uniqueness of each person</li> <li>• identify the many ways people reach out to welcome, understand and care for others</li> <li>• demonstrate how God calls us to be people of justice who respond in a positive way to the needs of others</li> </ul>
6	<ul style="list-style-type: none"> <li>• recognize the gifts within self and others</li> <li>• identify the ways humanity, in all its diversity, reflects God's image</li> <li>• understand that God gives us the ability to make choices</li> <li>• examine how God calls people to action</li> <li>• illustrate choices and their consequences</li> <li>• identify ways choices can lead to personal growth</li> </ul>
7	<ul style="list-style-type: none"> <li>• celebrate their uniqueness as whole people: mind, body and soul</li> <li>• explore a model for decision-making</li> <li>• describe positive and negative uses of authority and privilege</li> <li>• examine the things they are doing in their own lives that either promote or prevent true happiness</li> </ul>
8	<ul style="list-style-type: none"> <li>• illustrate the role of conscience in decision-making</li> </ul>

## Family Life Expectations

Grade	Expectations Addressed
JK/K	<ul style="list-style-type: none"> <li>• discuss the variant gifts of classmates</li> <li>• communicate that they and others have a right to be treated with dignity</li> <li>• demonstrate that they feel safe and accepted in the classroom</li> <li>• name a variety of feelings</li> <li>• explore the classroom as a caring community for all</li> </ul>
1	<ul style="list-style-type: none"> <li>• explore ways to show respect for and acceptance of all people</li> <li>• identify and use respectful language</li> <li>• contribute to the development of classroom guidelines for community building</li> <li>• problem solve effective ways of resolving conflicts and inequities</li> </ul>
2	<ul style="list-style-type: none"> <li>• express positive statements about self and others</li> <li>• explain the reasons why individuals need to be trustworthy and dependable</li> <li>• recognize that all people deserve dignity and respect</li> <li>• identify the types of anger and violence that may exist between family members and friends</li> <li>• illustrate non-abusive and non-violent methods of dealing with conflict</li> </ul>
3	<ul style="list-style-type: none"> <li>• illustrate and share a wide range of feelings and emotions</li> <li>• identify different personal emotions</li> <li>• discuss how expressing personal emotions affects oneself and others</li> <li>• illustrate times when expressing feelings is affirming or hurtful to others</li> <li>• identify sources of conflict in our friendships</li> <li>• compare and contrast differences between effective and ineffective strategies for dealing with conflicts</li> <li>• compare and contrast differences between effective and ineffective strategies for dealing with conflicts</li> </ul>
4	<ul style="list-style-type: none"> <li>• determine what each person needs to feel safe, happy and included</li> <li>• explore what it means to be treated respectfully and equitably</li> <li>• identify behaviours that contribute to a caring, equitable classroom</li> <li>• acknowledge the contribution that others make in building a safe, respectful, and just classroom</li> <li>• discuss the negative effects that, exclusion, stereotypes, prejudice and discrimination have on self and others</li> <li>• identify the characteristics of healthy relationships</li> <li>• identify conflict situations in the classroom and in the playground and apply the 'Rules For Fighting Fair'</li> </ul>
5	<ul style="list-style-type: none"> <li>• recognize that dealing with conflict in families is part of growing up</li> <li>• explore the source of conflict between parents/guardians and children who are growing and changing</li> <li>• show how effective social skills, conflict resolution strategies and problem solving can be used to resolve differences</li> <li>• identify the many factors that enhance healthy relationships with friends, family and peers</li> </ul>

Grade	Expectations Addressed
6	<ul style="list-style-type: none"> <li>• identify the importance of expressing/sharing feelings of uncertainty, stress, exclusion, loneliness or lack of personal safety to someone they trust</li> <li>• practice telling an adult how they feel</li> <li>• illustrate specific problem-solving and conflict resolution strategies that they have used with success in their relationships</li> <li>• discuss the importance of respecting the needs and rights of family members, friends and peers</li> <li>• identify ways individuals show respect for the needs and rights of others in order to affirm the dignity of all persons</li> </ul>
7	<ul style="list-style-type: none"> <li>• recognize and acknowledge interests/gifts and strengths of others in the classroom</li> <li>• demonstrate the importance of inclusion, equity and justice in the classroom and school</li> <li>• examine the pressures peers can exert on the behaviour of others</li> <li>• apply effective conflict resolution skills in the classroom and school</li> <li>• model for younger children in the school basic effective communication, for problem solving, and conflict resolution skills</li> </ul>
8	<ul style="list-style-type: none"> <li>• outline the role of positive self-worth in the life of an individual</li> <li>• explore a range of human emotions and express them in ways that are life-giving</li> <li>• collectively celebrate the gifts/talents each person brings to the classroom</li> <li>• apply effective social skills, problem solving and conflict resolution skills to situations of change and pressure...</li> <li>• apply problem solving, and moral decision-making skills and consider multiple viewpoints to determine personal plans of action (for taking a stand for equality, justice and fair treatment of others) to deal with possible forms of abuse, harassment and inequality (highlighting the importance of respect and empathy)</li> <li>• identify and illustrate positive and negative aspect of adolescent relationships</li> <li>• examine the many types of peer and societal pressure that exist (put-downs, body image, gender)</li> </ul>