

<p>Theme 1: Topic 4, “Likes and Dislikes” Theme 1: Topic 5, “Our Feelings” Theme 2: Topic 4, “Each Child Has a Place”</p>	<p>D1.1 create two- and three-dimensional works of art that express feelings and ideas inspired by personal experiences (<i>e.g., a tempera painting that communicates their feelings about a special occasion or event such as a fair or a parade; a sculpture of a favourite musical instrument made with found objects; a watercolour painting of a favourite part of the schoolyard; an assemblage in which images and objects from home and school are used to represent special memories</i>)</p>
<p>Theme 2: Topic 4, “Each Child Has a Place”</p>	<p>D1.3 use elements of design in art works to communicate ideas, messages, and personal understandings (<i>e.g., a pattern of broken, wavy, and zigzag lines to make the bark of a tree look rough in a drawing; size and arrangement of organic shapes in a painting of flowers to create the impression that the various flowers are at different distances from the viewer</i>)</p>

HEALTH AND PHYSICAL EDUCATION

Strand A: Social-Emotional Learning Skills

This strand helps students develop social-emotional learning skills, to foster overall health and well-being, positive mental health, and the ability to learn, build resilience, and thrive. In all grades, learning related to the expectations in this strand occurs in the context of learning related to the other three strands and is assessed and evaluated within these contexts. These skills must be explicitly taught and evaluated in the context of learning in all strands of the curriculum, in order to make the learning personally relevant for students. In *Fully Alive*, these skills are central in many, if not most, of the topics. For this reason, a complete correlation between the social-emotional learning skills of the Ontario Health and Physical Education Curriculum (2019) and *Fully Alive* is not included in this chart. It would simply be too long. Below, you can see an at-a-glance summary of the social-emotional learning skills.

Social-Emotional Learning Skills at a Glance	
Students will learn skills to:	So that they can:
<ul style="list-style-type: none"> • identify and manage emotions 	<ul style="list-style-type: none"> • express their feelings and understand the feelings of others
<ul style="list-style-type: none"> • recognize sources of stress and cope with challenges 	<ul style="list-style-type: none"> • develop personal resilience
<ul style="list-style-type: none"> • maintain positive motivation and perseverance 	<ul style="list-style-type: none"> • foster a sense of optimism and hope
<ul style="list-style-type: none"> • build relationships and communicate effectively 	<ul style="list-style-type: none"> • support healthy relationships and respect diversity
<ul style="list-style-type: none"> • develop self-awareness and self-confidence 	<ul style="list-style-type: none"> • develop a sense of identity and belonging
<ul style="list-style-type: none"> • think critically and creatively 	<ul style="list-style-type: none"> • make informed decisions and solve problems

HEALTH AND PHYSICAL EDUCATION

Healthy Living

NOTE: ALL expectations of the Human Development and Sexual Health topic of the Healthy Living strand are met through the *Fully Alive* program. Supplemental materials have been developed to ensure all expectations pertaining to this topic are addressed. Supplemental materials include reference to the coded specific expectations of the Human Development and Sexual Health topic. As such, the specific expectations for this topic have been coded in the chart below. Opportunities to address expectations in the remaining topics of the Healthy Living strand have also been noted below.

<p>*Theme 3: Topic 3, “Before You Were Born” Theme 4: Topic 3, “Making Choices”</p>	<p>Healthy Eating D1.1 explain why people need food to have healthy bodies and minds (e.g., <i>food provides energy and nutrients for the healthy growth of teeth, skin, bones, and muscles and the healthy development of the brain</i>) [A1.6 Thinking]</p>
<p>Theme 1: Topic 5, “Our Feelings” Theme 2: Topic 2, “Families Are for Love” Theme 2: Topic 3, “A New Baby in the Family” Theme 2: Topic 5, “Being Friends” Theme 4: Topic 1, “We Depend on Our Families”</p>	<p>Personal Safety and Injury Prevention D2.3 demonstrate the ability to recognize caring behaviours (e.g., <i>listening with respect, being helpful, respecting boundaries</i>) and behaviours that can be harmful to physical and mental health (e.g., <i>ignoring or excluding others; bullying; manipulative behaviours; sexually exploitative or abusive behaviours including inappropriate touching; verbal, emotional, or physical abuse</i>), and describe the feelings associated with each, as well as appropriate ways of responding, demonstrating an understanding of the importance of consent [A1.1 Emotions, 1.2 Coping, 1.4 Relationships]</p>
<p>Theme 3: Topic 5, “God’s Wonderful Creation”</p>	<p>Human Development and Sexual Health D1.3 identify body parts, including genitalia (e.g., <i>penis, testicles, vagina, vulva</i>), using correct terminology [A1.5 Self]</p>
<p>Theme 1: Topic 1, “Creation Is a Gift from God” *Theme 3: Topic 1, “A Special Love” *Theme 3: Topic 4, “A Gift of Love”</p>	<p>D1.4 identify the five senses and describe how each functions (e.g., sight: <i>the eyes give the brain information about the world to help us see colours, shapes, and movement; touch:</i> <i>receptors in the skin tell us how things feel – if they are hot, cold, wet, dry, hard, soft; hearing:</i> <i>the ears pick up vibrations and send messages to the brain to help us hear sounds that are loud or soft, high- or low-pitched; smell and taste:</i> <i>the tongue is covered with thousands of taste buds and the nose has tiny hairs and nerves that send messages to the brain about how things taste and smell</i>)</p>
<p>*Theme 3: Topic 3, “Before You Were Born”</p>	<p>D2.5 demonstrate an understanding of and apply proper hygienic procedures for protecting their own health and preventing the transmission of disease to others (e.g., <i>washing hands with soap, using a tissue, sleeve sneezing, brushing and flossing teeth, not sharing hats or hairbrushes</i>)</p>

* Curriculum connections are *strengthened and/or introduced* by the addition of supplemental curriculum supports developed for the 2019 Health and Physical Education Curriculum Policy Document.