

<p>Theme 4: Topic 1, “Some People We Depend On” Theme 4: Topic 3, “Making Decisions”</p>	<p>D3.1 identify and describe a variety of visual art forms they see in their home, at school, in their community, and in visual arts experiences (<i>e.g., design of everyday items; picture books; artists-in-education; community art works, such as public sculpture, architecture, and murals; Aboriginal designs in dancing regalia; art works in student art exhibitions and community art festivals</i>)</p>
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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 5, “The Gift of Bodies” Theme 5: Topic 2, “Gifts of the Earth”</p>	<p>Healthy Eating D2.1 use Canada’s Food Guide to identify food and beverage choices that contribute to healthy eating patterns</p>
<p>Theme 3: Topic 5, “The Gift of Bodies” Theme 4: Topic 3, “Making Decisions”</p>	<p>D2.2 demonstrate an understanding of how to make healthy food choices for meals and snacks, considering the factors they can and cannot control (<i>e.g., the food that’s available in the home; the food that’s available when eating out; energy needed at different times of day; allergies; food guidelines associated with medical conditions such as diabetes or celiac disease; food safety related to food preparation, storage, handling, and cleanliness</i>) [A1.3 Motivation, 1.6 Thinking]</p>
<p>Theme 3: Topic 5, “The Gift of Bodies”</p>	<p>D2.3 explain the importance of consent and demonstrate the ability to stand up for themselves and others, to enhance well-being and safety (<i>e.g., speaking confidently; stating boundaries, whether in person or online; saying no; respecting the right of a person to say no and encouraging others to respect that right also; reporting exploitative behaviours such as improper touching of their bodies or others’ bodies</i>) [A1.1 Emotions, 1.2 Coping, 1.4 Relationships]</p>

<p>Theme 1: Topic 3, “Feelings” Theme 2: Topic 4, “We Fight and Forgive” Theme 2: Topic 5, “Being Friends” Theme 2: Topic 6, “Co-operation Among Friends” Theme 4: Topic 2, “Keeping Our Word”</p>	<p>D3.1 describe how to relate positively to family members, caregivers and others (<i>e.g., cooperate, show respect, communicate openly, manage anger, pay attention to what people say and to their facial expressions and body language</i>), and describe behaviours that can be harmful in relating to others (<i>e.g., verbal abuse, including both online and face-to-face name calling, insults, and mocking; deliberately ignoring someone, or ignoring the feelings they express; physical violence, including pushing, kicking, and hitting</i>) [A1.1 Emotions, 1.2 Coping, 1.4 Relationships]</p>
<p>Theme 1: Topic 2, “We Are Growing” *Theme 3: Topic 2, “How Life Begins” Theme 3: Topic 3, “A Special Home” *Theme 3: Topic 5, “The Gift of Bodies”</p>	<p>Human Development and Sexual Health D1.4 outline the basic stages of human development (<i>e.g., infant, child, adolescent, adult, older adult</i>) and related changes, and identify physical, mental, social, and environmental factors that are important for healthy growth and living throughout life [A1.5 Self]</p>
<p>Theme 1: Topic 1, “Each One is Special”</p>	<p>D1.5 demonstrate the ability to identify and appreciate aspects of their bodies and describe what they can do to ensure that they will continue to appreciate them as they grow and change [A1.3 Motivation, 1.5 Self]</p>
<p>*Theme 3: Topic 2, “How Life Begins”</p>	<p>D2.4 demonstrate an understanding of and apply practices that contribute to the maintenance of good oral health (<i>e.g., brushing, flossing, going to the dentist regularly for a checkup</i>) [A1.3 Motivation, 1.5 Self]</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.

LANGUAGE

The basic language skills involved in oral communication, reading, and writing are essential for most learning. In *Fully Alive*, these skills are central in many, if not most, of the topics. For this reason, a complete correlation between the Ontario Language Curriculum and *Fully Alive* is not included in this chart. It would simply be too long. Below you can see a few examples of the expectations from these three areas that are most frequently addressed in *Fully Alive*.