

<p>Theme 1: Topic 1, <i>“My Life is a Gift”</i></p> <p>Theme 1: Topic 3, <i>“Growing Up”</i></p> <p>Theme 1: Topic 4, <i>“We Do Not Grow Alone”</i></p> <p>Theme 1: Topic 5, <i>“Connected to Each Other”</i></p> <p>Theme 2: Topic 2, <i>“Families Show Love”</i></p> <p>Theme 2: Topic 4, <i>“We Share Responsibilities”</i></p> <p>Theme 3: Topic 1, <i>“A Family Celebration”</i></p> <p>Theme 3: Topic 2, <i>“Love and New Life”</i></p> <p>Theme 4: Topic 2, <i>“Making Commitments”</i></p>	<p>D1.3 use elements of design in art works to communicate ideas, messages, and understandings (<i>e.g., create a poster using colour and cropping of space to propose a solution to climate change; use contour lines of various weights in a charcoal gesture drawing of a person to capture the impression of movement; create a paper sculpture portrait of a favourite comic character that explores positive and negative space, using techniques of folding, scoring, fringing, and crimping</i>)</p>
<p>Theme 2: Topic 2, <i>“Families Show Love”</i></p>	<p>D2.3 demonstrate awareness of the meaning of signs, symbols, and styles in works of art (<i>e.g., symbols representing luck; fonts typically used in marketing; heraldic symbols; aboriginal totems around the world; Egyptian hieroglyphics</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.

Theme 1: Topic 5, “Connected to Each Other”	<p>Personal Safety and Injury Prevention</p> <p>D1.2 identify risks associated with the use of communications technology, including Internet use, texting and gaming (<i>e.g., difficulty developing healthy interpersonal skills and relationships offline; spending too much time online and not enough with family and friends; exposure to online predators; experiencing social isolation, depressed mood, preoccupation with comparing themselves to others and seeking validation, unhealthy sleeping patterns and other risks to mental health</i>), and describe precautions and strategies for using these technologies safely [A1.4 Relationships, 1.6 Thinking]</p>
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<p>Theme 1: Topic 5, “Connected to Each Other” Theme 2: Topic 5, “Making Friends”</p>	<p>D1.3 describe various types of bullying, abuse, and other non-consensual behaviour (<i>e.g., social, emotional, physical, verbal</i>), including cyberbullying (<i>e.g., via social media, apps, email, text messaging, chat rooms, websites</i>), and identify the impacts they can have and appropriate ways of responding [A1.1 Emotions, 1.2 Coping]</p>
<p>*Theme 3: Topic 6, “Thinking About Growing Up”</p>	<p>Human Development and Sexual Health D1.5 describe the physical changes that occur at puberty (<i>e.g., growth of body hair, breast development, changes in voice and body size, production of body odour, skin changes</i>) and the emotional and social impacts that may result from these changes [A1.1 Emotions, 1.2 Coping, 1.4 Relationships]</p>
<p>*Theme 3: Topic 6, “Thinking About Growing Up”</p>	<p>D2.4 demonstrate an understanding of personal care needs and the application of personal hygienic practices associated with the onset of puberty (<i>e.g., increased importance of regular bathing/showering and regular clothing changes; use of hygiene products; continuing importance of regular hygiene practices, including hand washing, oral health care, and care of prosthetic devices and residual limbs</i>) [A1.5 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*:

The expectations in Oral Communication include:

- demonstrate an understanding of the information and ideas in a variety of oral texts by summarizing important ideas and citing supporting details