

<p>Theme 2: Topic 1, “Our Families” Theme 2: Topic 4, “Friendship” Theme 5: Topic 2, “Communities are Like Families”</p>	<p>D1.2 demonstrate an understanding of composition, using selected principles of design to create narrative art works or art works on a theme or topic (<i>e.g., create an abstract painting using different proportions of complementary colours; create a simple sculpture of a human form that depicts an emotional response and shows awareness of proportion and negative space [in the style of Barbara Hepworth]; create an impression of depth and space by neutralizing colour intensity and brightness in a landscape painting [atmospheric perspective]</i>)</p>
<p>Theme 2: Topic 1, “Our Families” Theme 2: Topic 4, “Friendship” Theme 5: Topic 2, “Communities are Like Families”</p>	<p>D1.4 use a variety of materials, tools, and techniques to determine solutions to design challenges</p>
<p>Theme 1: Topic 1, “God’s Love is Forever”</p>	<p>D2.1 interpret a variety of art works and identify the feelings, issues, themes, and social concerns that they convey (<i>e.g., use an image round-table technique to compare interpretations of emotions suggested by abstract forms or figures in art work; sort and classify a variety of art images, such as Nigerian, Egyptian, Mayan, and Chinese sculptures, to determine common subjects or themes</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 2: Topic 4, <i>“Friendship”</i></p> <p>Theme 2: Topic 5, <i>“The Ups and Downs of Friendship”</i></p> <p>Theme 2: Topic 6, <i>“A Time for Reflection”</i></p>	<p>Personal Safety and Injury Prevention</p> <p>D1.1 identify trusted people (<i>e.g., parents, guardians, family members, neighbours, teachers, crossing guards, police, older students, coaches</i>) and support services (<i>e.g., help lines, including professional online chat support such as Kids Help Phone, youth or community hubs, 9-1-1, Telehealth, public health units, community mental health services, student services</i>) that can assist with injury prevention, emotional distress, emergencies, bullying, non-consensual photo sharing and other non-consensual behaviour, and abusive and violent situations [A1.1 Emotions, 1.2 Coping]</p>
<p>Theme 1: Topic 4, <i>“A Journey”</i></p> <p>Theme 1: Topic 6, <i>“We are Connected”</i></p> <p>Theme 2: Topic 6, <i>“A Time for Reflection”</i></p> <p>Theme 4: Topic 1, <i>“Responsible for Our Actions”</i></p> <p>Theme 4: Topic 2, <i>“A Commitment to Myself”</i></p> <p>Theme 4: Topic 3, <i>“A Commitment to Others”</i></p>	<p>D3.2 explain how a person’s actions, either in person or online, including making homophobic or other hurtful comments, can affect their own and others’ feelings, self-concept, mental health and emotional well-being, and reputation (<i>e.g., negative actions such as name calling, making sexist or racist remarks, mocking appearance or ability, excluding others, bullying/cyberbullying, sexual harassment [including online activities such as making sexual comments, sharing sexual pictures, or asking for such pictures to be sent]; positive actions such as praising, supporting, including, and advocating</i>) [A1.1 Emotions, 1.4 Relationships, 1.5 Self]</p>
<p>Theme 3: Topic 1, <i>“We are Wonderfully Made”</i></p> <p>Theme 3: Topic 2, <i>“The Body System That Gives Life”</i></p> <p>Theme 3: Topic 4, <i>“Puberty Begins”</i></p>	<p>Human Development and Sexual Health</p> <p>D1.3 identify the parts of the reproductive system, and describe how the body changes during puberty [A1.5 Self]</p>
<p>Theme 3: Topic 3, <i>“Human Fertility”</i></p>	<p>D1.4 describe the processes of menstruation and spermatogenesis, and explain how these processes relate to reproduction and overall development</p>
<p>Theme 1: Topic 4, <i>“A Journey”</i></p> <p>Theme 3: Topic 1, <i>“We are Wonderfully Made”</i></p> <p>Theme 5: Topic 1, <i>“My World”</i></p>	<p>D2.4 identify intersecting factors that affect the development of a person’s self-concept, including their sexual orientation (<i>e.g., self-awareness, self-acceptance, social environment, opinions of others who are important to them, influence of stereotypical thinking, awareness of their own strengths and needs, social competency, cultural identity, availability of support, body image, mental health and emotional well-being, physical abilities</i>), and how these factors can support their personal health and well-being [A1.1 Emotions, 1.2 Coping, 1.5 Self]</p>

Theme 3: Topic 5, “Growing Up”
***Theme 3: Topic 6, “Growing Up Resilient”**

D2.5 describe emotional and interpersonal stresses related to puberty (e.g., questions about changing bodies and feelings, adjusting to changing relationships, crushes and more intense feelings, conflicts between personal desires and cultural teachings and practices), recognize signs that could indicate mental health concerns, and identify strategies that they can apply to manage stress, build resilience, keep open communication with family members, and enhance their mental health and emotional well-being (e.g., being active, writing feelings in a journal, accessing information about their concerns, taking action on a concern, talking to a trusted peer or adult, breathing deeply, meditating, seeking cultural advice from Elders, Métis Senators, knowledge keepers or knowledge holders) [A1.1 Emotions, 1.2 Coping, 1.4 Relationships, 1.5 Self]

* 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 oral texts by summarizing important ideas and citing a variety of supporting details
- extend understanding of oral texts by connecting the ideas in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them
- communicate orally in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form

The expectations for Reading include:

- demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details

- extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them
- read appropriate texts with expression and confidence, adjusting reading strategies and reading rate to match the form and purpose

The expectations for Writing include:

- gather information to support ideas for writing using a variety of strategies and a range of print and electronic sources
- write longer and more complex texts using a variety of forms
- use parts of speech correctly to communicate their intended meaning clearly, with a focus on the use of: common, proper, and abstract nouns; collective nouns; adjectives, including comparative adjectives, the helping verb have; adverbs modifying verbs; comparative adverbs

These expectations, and many others, are found in many, if not most, of the topics in *Fully Alive*. There are, however, some very specific expectations that are touched in some topics in *Fully Alive*. Some of these correlations follow.

Media Literacy

<p>Theme 2: Topic 2, <i>“Families Have Rules”</i> Theme 2: Topic 4, <i>“Friendship”</i> Theme 2: Topic 6, <i>“A Time for Reflection”</i> Theme 4: Topic 1, <i>“Responsible for Our Actions”</i> Theme 4: Topic 3, <i>“A Commitment to Others”</i> Theme 5: Topic 1, <i>“My World”</i></p>	<p>1.4 explain why different audiences might respond differently to the same media text (<i>e.g., identify some different responses to their favourite music and suggest reasons for the differences</i>)</p>
<p>Theme 1: Topic 1, <i>“God’s Love is Forever”</i> Theme 1: Topic 4, <i>“A Journey”</i> Theme 1: Topic 5, <i>“The End of the Journey”</i> Theme 1: Topic 6, <i>“We are Connected”</i> Theme 2: Topic 2, <i>“Families Have Rules”</i> Theme 2: Topic 4, <i>“Friendship”</i> Theme 2: Topic 6, <i>“A Time for Reflection”</i> Theme 4: Topic 1, <i>“Responsible for Our Actions”</i> Theme 4: Topic 3, <i>“A Commitment to Others”</i> Theme 5: Topic 1, <i>“My World”</i></p>	<p>3.1 describe in detail the topic, purpose, and audience for media texts they plan to create (<i>e.g., an advertising campaign to encourage students to participate in a charity drive</i>)</p>

<p>Theme 1: Topic 1, <i>“God’s Love is Forever”</i> Theme 1: Topic 4, <i>“A Journey”</i> Theme 1: Topic 6, <i>“We are Connected”</i> Theme 2: Topic 2, <i>“Families Have Rules”</i> Theme 2: Topic 4, <i>“Friendship”</i> Theme 2: Topic 6, <i>“A Time for Reflection”</i> Theme 4: Topic 1, <i>“Responsible for Our Actions”</i> Theme 4: Topic 3, <i>“A Commitment to Others”</i> Theme 5: Topic 1, <i>“My World”</i></p>	<p>3.2 identify an appropriate form to suit the specific purpose and audience for a media text they plan to create, and explain why it is an appropriate choice (e.g., <i>a pamphlet or newsletter to inform parents, teachers, and students about environmental initiatives taken or planned by members of the school community</i>)</p>
<p>Theme 1: Topic 1, <i>“God’s Love is Forever”</i> Theme 1: Topic 4, <i>“A Journey”</i> Theme 1: Topic 5, <i>“The End of the Journey”</i> Theme 1: Topic 6, <i>“We are Connected”</i> Theme 2: Topic 2, <i>“Families Have Rules”</i> Theme 2: Topic 4, <i>“Friendship”</i> Theme 2: Topic 6, <i>“A Time for Reflection”</i> Theme 4: Topic 1, <i>“Responsible for Our Actions”</i> Theme 4: Topic 3, <i>“A Commitment to Others”</i> Theme 5: Topic 1, <i>“My World”</i></p>	<p>3.3 identify conventions and techniques appropriate to the form chosen for a media text they plan to create, and explain how they will use the conventions and techniques to help communicate their message (e.g., <i>the components of the dinner menu for a restaurant: different sections for each course, descriptions of ingredients, catchy titles for different dishes, and prices are included to interest diners in the various dishes and give them information they need to make choices</i>)</p>
<p>Theme 1: Topic 1, <i>“God’s Love is Forever”</i> Theme 1: Topic 4, <i>“A Journey”</i> Theme 1: Topic 5, <i>“The End of the Journey”</i> Theme 1: Topic 6, <i>“We are Connected”</i> Theme 2: Topic 2, <i>“Families Have Rules”</i> Theme 2: Topic 4, <i>“Friendship”</i> Theme 2: Topic 6, <i>“A Time for Reflection”</i> Theme 4: Topic 1, <i>“Responsible for Our Actions”</i> Theme 4: Topic 3, <i>“A Commitment to Others”</i> Theme 5: Topic 1, <i>“My World”</i></p>	<p>3.4 produce a variety of media texts for specific purposes and audiences, using appropriate forms, conventions, and techniques (e.g., <i>a T-shirt to be worn by a character in a story or television show; a pamphlet on a socially relevant topic they have studied this year; a collection of images (downloaded, clipped, or scanned, as appropriate) from various sources, such as magazines, the Internet, newspapers, or textbooks, to illustrate a topic from a cross-curricular unit of study; a flyer/poster, created using software, to advertise a school event; a mock television commercial for a food product, drink, or item of clothing; a news broadcast about a topic – such as immigration – from a cross-curricular unit of study; a breakfast, lunch, or dinner menu for a restaurant depicted in a novel, short story, or film</i>)</p>
<p>Theme 2: Topic 2, <i>“Families Have Rules”</i> Theme 2: Topic 4, <i>“Friendship”</i> Theme 2: Topic 6, <i>“A Time for Reflection”</i> Theme 4: Topic 1, <i>“Responsible for Our Actions”</i> Theme 4: Topic 3, <i>“A Commitment to Others”</i> Theme 5: Topic 1, <i>“My World”</i></p>	<p>4.1 identify, with some support and direction, what strategies they found most helpful in making sense of and creating media texts, and explain how these and other strategies can help them improve as media viewers/listeners/producers</p>
<p>Theme 2: Topic 2, <i>“Families Have Rules”</i> Theme 2: Topic 4, <i>“Friendship”</i> Theme 4: Topic 1, <i>“Responsible for Our Actions”</i> Theme 4: Topic 3, <i>“A Commitment to Others”</i> Theme 5: Topic 1, <i>“My World”</i></p>	<p>4.2 explain, with some support and direction, how their skills in listening, speaking, reading, and writing help them to make sense of and produce media texts</p>

MATHEMATICS

Patterning and Algebra

Theme 2: Topic 2, “Families Have Rules”	<ul style="list-style-type: none">• create, identify, and extend numeric and geometric patterns, using a variety of tools (e.g., concrete materials, paper and pencil, calculators, spreadsheets)
Theme 2: Topic 2, “Families Have Rules”	<ul style="list-style-type: none">• make predictions related to growing and shrinking geometric and numeric patterns
Theme 2: Topic 2, “Families Have Rules”	<ul style="list-style-type: none">• extend and create repeating patterns that result from translations, through investigation using a variety of tools (e.g., pattern blocks, dynamic geometry software, dot paper)

SCIENCE AND TECHNOLOGY

Understanding Life Systems

Theme 3: Topic 1, “We are Wonderfully Made” Theme 3: Topic 2, “The Body System That Gives Life”	3.1 identify major systems in the human body (e.g., <i>musculoskeletal system, digestive system, nervous system, circulatory system</i>) and describe their roles and interrelationships
Theme 3: Topic 1, “We are Wonderfully Made”	3.3 identify interrelationships between body systems (e.g., <i>the respiratory system provides oxygen and removes carbon dioxide for the circulatory system</i>)

SCIENCE AND TECHNOLOGY

Understanding Matter and Energy

Theme 4: Topic 1, “Responsible for Our Actions”	1.1 evaluate the environmental impacts of processes that change one product into another product through physical or chemical changes
Theme 4: Topic 1, “Responsible for Our Actions”	1.2 assess the social and environmental impact of using processes that rely on chemical changes to produce consumer products, taking different perspectives into account (e.g., <i>the perspectives of food manufacturers, consumers, landfill operators, people concerned about the environment</i>), and make a case for maintaining the current level

SCIENCE AND TECHNOLOGY

Understanding Earth and Space Systems

<p>Theme 4: Topic 1, <i>“Responsible for Our Actions”</i> Theme 5: Topic 2, <i>“Communities are Like Families”</i></p>	<p>1.1 analyse the long-term impacts on society and the environment of human uses of energy and natural resources, and suggest ways to reduce these impacts (<i>e.g., turning off the faucet while brushing teeth or washing and rinsing dishes conserves water; reusing or recycling products, or using fewer products, conserves natural resources and energy</i>)</p>
<p>Theme 4: Topic 1, <i>“Responsible for Our Actions”</i> Theme 5: Topic 2, <i>“Communities are Like Families”</i></p>	<p>1.2 evaluate the effects of various technologies on energy consumption (<i>e.g., improving our home’s insulation allows us to conserve heat and reduce energy consumption; aerodynamic design can improve the energy efficiency of cars and buses; household appliances designed to make our lives easier use large amounts of energy; some cars and recreational vehicles use energy less efficiently than others</i>), and propose ways in which individuals can improve energy conservation</p>

SOCIAL STUDIES

People and Environments

<p>Theme 4: Topic 1, <i>“Responsible for Our Actions”</i> Theme 4: Topic 2, <i>“A Commitment to Myself”</i> Theme 4: Topic 3, <i>“A Commitment to Others”</i> Theme 5: Topic 2, <i>“Communities are Like Families”</i></p>	<p>B1.2 create a plan of action to address a social issue of local, provincial/territorial, and/or national significance (<i>e.g., homelessness, child poverty, bullying in schools, availability of physicians in remote communities</i>), specifying the actions to be taken by the appropriate level (or levels) of government as well as by citizens</p>
<p>Theme 4: Topic 1, <i>“Responsible for Our Actions”</i> Theme 4: Topic 2, <i>“A Commitment to Myself”</i> Theme 4: Topic 3, <i>“A Commitment to Others”</i> Theme 5: Topic 2, <i>“Communities are Like Families”</i></p>	<p>B1.3 create a plan of action to address an environmental issue of local, provincial/territorial, and/or national significance (<i>e.g., managing waste disposal, regulating industrial practices that damage the environment, ensuring safe drinking water, expanding availability of energy from renewable sources, reducing vehicle emissions</i>), specifying the actions to be taken by the appropriate level (or levels) of government as well as by citizens, including themselves</p>

<p>Theme 2: Topic 5, <i>“The Ups and Downs of Friendship”</i></p> <p>Theme 4: Topic 1, <i>“Responsible for Our Actions”</i></p>	<p>B2.5 evaluate evidence and draw conclusions about social and/or environmental issues, outlining the strengths and weaknesses of different positions on the issues, including the position of the level (or levels) of government responsible for addressing the issues</p>
<p>Theme 4: Topic 1, <i>“Responsible for Our Actions”</i></p> <p>Theme 5: Topic 2, <i>“Communities are Like Families”</i></p> <p>Theme 5: Topic 3, <i>“Signs of a Good Community”</i></p>	<p>B3.1 describe the major rights and responsibilities associated with citizenship in Canada (e.g., rights: <i>equal protection under the law, freedom of speech, freedom of religion, the right to vote</i>; responsibilities: <i>to respect the rights of others, to participate in the electoral process and political decision making, to improve their communities</i>)</p>
<p>Theme 5: Topic 2, <i>“Communities are Like Families”</i></p> <p>Theme 5: Topic 3, <i>“Signs of a Good Community”</i></p> <p>Theme 5: Topic 4, <i>“The World as Community”</i></p>	<p>B3.3 describe the shared responsibility of various levels of government for providing some services and for dealing with selected social and environmental issues (e.g., <i>services/issues related to transportation, health care, the environment, and/or crime and policing</i>)</p>
<p>Theme 5: Topic 1, <i>“My World”</i></p>	<p>B3.6 explain why different groups may have different perspectives on specific social and environmental issues (e.g., <i>why oil industry representatives, farmers, environmentalists, and the Alberta government might differ on development of the oil sands; why the federal government and First Nations band councils might have different perspectives on housing problems on reserves</i>)</p>
<p>Theme 4: Topic 1, <i>“Responsible for Our Actions”</i></p> <p>Theme 5: Topic 3, <i>“Signs of a Good Community”</i></p>	<p>B3.7 describe some different ways in which citizens can take action to address social and environmental issues (e.g., <i>by determining the position of their local candidates on various issues and supporting/voting for the one whose position they agree with; through the court system; by organizing petitions or boycotts; by volunteering with organizations that work on specific issues; by writing to their elected representatives or to the media</i>)</p>