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:
• identify and manage emotions	• express their feelings and understand the feelings of others
• recognize sources of stress and cope with challenges	• develop personal resilience
• maintain positive motivation and perseverance	• foster a sense of optimism and hope
• build relationships and communicate effectively	• support healthy relationships and respect diversity
• develop self-awareness and self-confidence	• develop a sense of identity and belonging
• think critically and creatively	• 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 4, *"Heredity and Environment"*	**Personal Safety and Injury Prevention** **D1.1** describe benefits and dangers, for themselves and others, that are associated with the use of computers and other digital technologies *(e.g.,* **benefits:** *efficiency and time savings; increased access to information; improved communication, including global access;* **dangers:** *misuse of private information; negative impact on mental health, including possible social isolation, feelings of depression, and addiction; identity theft; cyberstalking; exposure to online predators, including those involved in sex trafficking and/or soliciting explicit sexual images; hearing damage and/or traffic injuries associated with earphone use; financial losses from online gambling),* and identify protective responses [A1.2 Coping, 1.4 Relationships, 1.5 Self]
*Theme 1: Topic 4, *"Heredity and Environment"* **Theme 2: Topic 5,** *"Looking at Friendship"* **Theme 2: Topic 6,** *"Friendship Challenges"*	**D2.2** assess the potential impact on themselves and others of various types of bullying, abuse, exploitation, or harassment, including homophobic bullying or harassment and other forms of identity-based bullying, and of the type of coercion that can occur in connection with sexting and online activities, and identify ways of preventing or resolving such incidents *(e.g., communicating feelings; reporting incidents involving themselves or others; encouraging others to understand the social responsibility to report incidents and support others rather than maintaining a code of silence or viewing reporting as "ratting"; seeking help from support services; learning skills for emotional regulation; using strategies for defusing tense or potentially violent situations)* [A1.1 Emotions, 1.2 Coping, 1.4 Relationships, 1.5 Self]

*Theme 3: Topic 3, *"Stewards of the Body"*	**Substance Use, Addictions, and Related Behaviours** **D2.3** explain how preoccupation with body image or athletic performance can contribute to harmful or problematic eating habits and substance use, and demonstrate the ability to make informed choices about caring for their bodies [A1.3 Motivation, 1.5 Self, 1.6 Thinking]
*Theme 3: Topic 3, *"Stewards of the Body"*	**D3.2** analyse the personal and societal implications of issues related to substance use, addictions, and related behaviours *(e.g., effects of technology dependence on school and workplace performance, personal relationships, and physical health; impacts of pornography viewing patterns on relationships; risks associated with vaping and chewing tobacco; effects of second-hand smoke on non-smokers and children; legal and health implications of underage drinking and cannabis use; body damage and reputation loss among athletes as a result of the use of steroids and other performance-enhancing drugs; risk of HIV/AIDS with intravenous drug use; risk of fetal alcohol spectrum disorder [FASD] as a result of alcohol use during pregnancy)* [A1.6 Thinking]
Theme 1 Virtue: Patience **Theme 3 Virtue: Modesty** **Theme 1: Topic 5,** *"To Be a Person"* ****Theme 2: Topic 1,** *"Analyzing Relationships"* **Theme 2: Topic 2,** *"Relationships and Communication"* **Theme 3: Topic 1,** *"Understanding Sexuality"* ****Theme 3: Topic 3,** *"Stewards of the Body"* ****Theme 3: Topic 4,** *"Attraction and Feelings"* ****Theme 3: Topic 5,** *"Relationships and Respect"*	**Human Development and Sexual Health** **D1.3** explain the importance of having a shared understanding with a partner about the following: delaying sexual activity until they are older *(e.g., choosing to abstain from any genital contact; choosing to abstain from vaginal or anal intercourse; choosing to abstain from oral-genital contact)*; the reasons for not engaging in sexual activity; the concept of consent, the legal age of consent, and how consent is communicated; and, in general, the need to communicate clearly with each other when making decisions about sexual activity in a healthy , loving relationship [A1.1 Emotions, 1.4 Relationships, 1.5 Self, 1.6 Thinking]
*Theme 3: Topic 3, *"Stewards of the Body"*	**D1.4** identify common sexually transmitted and blood-borne infections (STBBIs), and describe their symptoms
*Theme 3: Topic 3, *"Stewards of the Body"*	**D1.5** identify ways of preventing STBBIs and/or unplanned pregnancy, such as delaying first intercourse and other sexual activities until a person is older and using condoms and other forms of protection consistently [A1.2 Coping, 1.4 Relationships, 1.5 Self]

Theme 1: Topic 3, *"Emotions"* ***Theme 2: Topic 1,** *"Analyzing Relationships"* ***Theme 3: Topic 5,** *"Relationships and Respect"* **Theme 4: Topic 2,** *"Decision Makers"*	**D2.4** demonstrate an understanding of physical, emotional, social, and cognitive factors that need to be considered when making decisions related to sexual health *(e.g., sexually transmitted and blood-borne infections [STBBIs], possible side effects of contraceptives, pregnancy, protective value of vaccinations, social labelling, gender identity, gender expression, sexual orientation, self-concept issues, relationships, love, respect, desire, pleasure, cultural teachings)* [A1.1 Emotions, 1.2 Coping, 1.4 Relationships, 1.5 Self]
Theme 2: Topic 6, *"Friendship Challenges"* ***Theme 3: Topic 2,** *"The Human Body"* ***Theme 3: Topic 4,** *"Attraction and Feelings"* **Theme 4: Topic 1,** *"Developing People"*	**D3.3** explain how relationships with others (e.g., family, peers) and sexual health may be affected by the physical and emotional changes associated with puberty *(e.g., effect of physical maturation and emotional changes on family relationships; effect of growing interest in intimate relationships on peer relationships; increased risk of STBBIs and/or pregnancy with onset of sexual activity)* [A1.1 Emotions, 1.4 Relationships]

* 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 appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups
• extend understanding of oral texts, including increasingly complex texts, by connecting, comparing, and contrasting the ideas and information 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, using a structure and style appropriate to both the topic and the intended audience

The expectations for Reading include:

- demonstrate understanding of increasingly complex texts by summarizing important ideas and citing a variety of details that support the main idea
- extend understanding of texts, including increasingly complex or difficult 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 wide range of print and electronic resources
- write complex texts of different lengths using a wide range of forms
- use parts of speech correctly to communicate their meaning clearly, with a focus on the use of: relative pronouns (*e.g., who, whose, which, that*); prepositions, including prepositional phrases; adjectives; conjunctions; adverbs; present, past, and future verb tenses; present and past participles (*e.g., I am reading, I have read*)

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

Theme 3: Topic 3, *"Stewards of the Body"*	**1.1** explain how various media texts address their intended purpose and audience *(e.g., this sports team uniform uses school colours and an image of the school's mascot to give the team a "brand" or "identity" to encourage fan loyalty; this music group's web page uses electronic graphics and intense colours to reflect the group's style and to encourage fans to buy its new CD)*
Theme 3: Topic 3, *"Stewards of the Body"*	**1.2** interpret increasingly complex or difficult media texts, using overt and implied messages as evidence for their interpretations *(e.g., identify the editorial positions of two different newspapers by comparing the selection of stories and the composition of elements [photos, images, text] on their front pages; identify the themes in a contemporary action movie or comedy and explain how these themes contribute to the popularity of the film; explain how standards of beauty are established in advertising)*

Theme 2: Topic 5, *"Looking at Friendship"* **Theme 3: Topic 3,** *"Stewards of the Body"*	**1.3** evaluate the effectiveness of the presentation and treatment of ideas, information, themes, opinions, issues, and/or experiences in media texts *(e.g., explain why the editorial/photo essay in this e-zine did or did not convince you of its position; debate whether violence in televised professional sporting events adds to or detracts from their appeal)*
Theme 3: Topic 3, *"Stewards of the Body"*	**1.4** explain why different audiences *(e.g., with respect to gender, age, nationality, ability/disability income level)* might have different responses to a variety of media texts *(e.g., messages in chat rooms, television broadcasts of international news stories, music, documentaries, clothing)*
Theme 3: Topic 3, *"Stewards of the Body"*	**1.5** demonstrate understanding that different media texts reflect different points of view *(e.g., compare pictures of the same character and/or event in media texts aimed at different audiences and identify the different perspectives represented)*
Theme 2: Topic 5, *"Looking at Friendship"* **Theme 3: Topic 3,** *"Stewards of the Body"*	**1.6** identify who produces different media texts and determine the commercial, ideological, political, cultural, and/or artistic interests or perspectives that the texts may involve *(e.g., films may be classified as "artistic", "commercial", "documentary", and so on, reflecting the different perspectives and approaches they take; one magazine contains a majority of pieces offering a political perspective, whereas another features various pieces written from different perspectives)*
Theme 3: Topic 3, *"Stewards of the Body"*	**2.2** identify the conventions and techniques used in a variety of media forms and explain how they help convey meaning and influence or engage the audience *(e.g., fashion magazine conventions:* fashion and cosmetics advertisements are more prominent than editorial content; *fashion magazine techniques:* "themed" presentation of clothing in photo spreads, dramatic modeling poses to display novel features of the clothing*)*
Theme 2: Topic 1, *"Analyzing Relationships"* **Theme 2: Topic 2,** *"Relationships and Communication"* **Theme 2: Topic 3,** *"Looking at Families"* **Theme 2: Topic 4,** *"Family Challenges"* **Theme 2: Topic 5,** *"Looking at Friendship"* **Theme 3: Topic 3,** *"Stewards of the Body"*	**3.1** explain why they have chosen the topic for a media text that they plan to create *(e.g., a class newspaper or pamphlet to inform parents about the achievements and activities of students in the class),* and identify challenges they may face in engaging and/or influencing their audience

Theme 2: Topic 1, *"Analyzing Relationships"* **Theme 2: Topic 2,** *"Relationships and Communication"* **Theme 2: Topic 3,** *"Looking at Families"* **Theme 2: Topic 4,** *"Family Challenges"* **Theme 2: Topic 5,** *"Looking at Friendship"* **Theme 3: Topic 3,** *"Stewards of the Body"*	**3.2** identify an appropriate form to suit the specific purpose and audience for a media text they plan to create *(e.g., a website or multimedia presentation about a unit of study to present research findings to the class)*, and explain why it is an appropriate choice
Theme 2: Topic 1, *"Analyzing Relationships"* **Theme 2: Topic 2,** *"Relationships and Communication"* **Theme 2: Topic 3,** *"Looking at Families"* **Theme 2: Topic 4,** *"Family Challenges"* **Theme 2: Topic 5,** *"Looking at Friendship"* **Theme 3: Topic 3,** *"Stewards of the Body"*	**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., movie poster conventions:* title, images of the actors "in role", positive quotations from reviewers; *movie poster techniques:* distinctive lettering, arresting or unusual layout or treatment of images*)*
Theme 2: Topic 1, *"Analyzing Relationships"* **Theme 2: Topic 2,** *"Relationships and Communication"* **Theme 2: Topic 3,** *"Looking at Families"* **Theme 2: Topic 4,** *"Family Challenges"* **Theme 2: Topic 5,** *"Looking at Friendship"* **Theme 3: Topic 3,** *"Stewards of the Body"*	**3.4** produce a variety of media texts of some technical complexity or specific purposes and audiences, using appropriate forms, conventions, and techniques *(e.g., a class newspaper for parents; a class magazine for students in a lower grade; a multimedia report on a unit of study for geography; a website about the school for new students; a movie poster; an advertisement for a new product; a theatre review with commentary on the use of conventions and techniques for a class/school newspaper; a scene for a film based on a prose narrative; two media texts on the same subject using different media forms)*
Theme 2: Topic 1, *"Analyzing Relationships"* **Theme 2: Topic 2,** *"Relationships and Communication"* **Theme 2: Topic 3,** *"Looking at Families"* **Theme 2: Topic 4,** *"Family Challenges"* **Theme 2: Topic 5,** *"Looking at Friendship"* **Theme 3: Topic 3,** *"Stewards of the Body"*	**4.1** identify 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
Theme 2: Topic 1, *"Analyzing Relationships"* **Theme 2: Topic 2,** *"Relationships and Communication"* **Theme 2: Topic 3,** *"Looking at Families"* **Theme 2: Topic 4,** *"Family Challenges"* **Theme 2: Topic 5,** *"Looking at Friendship"* **Theme 3: Topic 3,** *"Stewards of the Body"*	**4.2** explain how their skills in listening, speaking, reading, and writing help them to make sense of and produce media texts

MATHEMATICS
Data Management and Probability

Theme 1: Topic 4, *"Heredity and Environment"*	• collect data by conducting a survey or an experiment to do with themselves, their environment, issues in their school or community, or content from another subject and record observations or measurements
Theme 1: Topic 4, *"Heredity and Environment"*	• collect and organize categorical, discrete, or continuous primary data and secondary data (e.g., electronic data from websites such as E-Stat or Census At Schools) and display the data in charts, tables, and graphs (including relative frequency tables and circle graphs) that have appropriate titles, labels (e.g., appropriate units marked on the axes), and scales (e.g., with appropriate increments) that suit the range and distribution of the data, using a variety of tools (e.g., graph paper, spreadsheets, dynamic statistical software)
Theme 1: Topic 4, *"Heredity and Environment"*	• select an appropriate type of graph to represent a set of data, graph the data using technology, and justify the choice of graph (i.e., from types of graphs already studied)
Theme 1: Topic 4, *"Heredity and Environment"*	• read, interpret, and draw conclusions from primary data (e.g., survey results, measurements, observations) and from secondary data (e.g., temperature data or community data in the newspaper, data from the Internet about populations) presented in charts, tables, and graphs (including relative frequency tables and circle graphs)

SCIENCE AND TECHNOLOGY
Understanding Life Systems

Theme 4: Topic 2, *"Decision Makers"* **Theme 5: Topic 2,** *"We Gather: Change and Work"*	**1.1** assess the impact of selected technologies on the environment
Theme 4: Topic 2, *"Decision Makers"* **Theme 5: Topic 2,** *"We Gather: Change and Work"*	**1.2** analyse the costs and benefits of selected strategies for protecting the environment

Theme 4: Topic 2, *"Decision Makers"* **Theme 5: Topic 2,** *"We Gather: Change and Work"*	**3.8** describe ways in which human activities and technologies alter balances and interactions in the environment *(e.g., clear-cutting a forest, overusing motorized water vehicles, managing wolf-killings in Yukon)*

SCIENCE AND TECHNOLOGY
Understanding Structures and Mechanisms

Theme 4: Topic 2, *"Decision Makers"* **Theme 5: Topic 2,** *"We Gather: Change and Work"*	**1.1** evaluate the importance for individuals, society, the economy, and the environment of factors that should be considered in designing and building structures and devices to meet specific needs *(e.g., function; efficiency; ease of use; user preferences; aesthetics; cost; intended lifespan; effect on the environment; safety, health, legal requirements)*

SCIENCE AND TECHNOLOGY
Understanding Matter and Energy

Theme 4: Topic 2, *"Decision Makers"* **Theme 5: Topic 2,** *"We Gather: Change and Work"*	**1.1** assess positive and negative environmental impacts related to the disposal of pure substances *(e.g., uranium)* and mixtures *(e.g., paint, sewage)*
Theme 4: Topic 2, *"Decision Makers"* **Theme 5: Topic 2,** *"We Gather: Change and Work"*	**1.2** assess the impact on society and the environment of different industrial methods of separating mixtures and solutions

SCIENCE AND TECHNOLOGY
Understanding Earth and Space Systems

Theme 4: Topic 2, *"Decision Makers"* **Theme 5: Topic 2,** *"We Gather: Change and Work"*	**1.1** assess the social and environmental benefits of technologies that reduce heat loss or transfer *(e.g., insulated clothing, building insulation, green roofs, energy-efficient buildings)*
Theme 4: Topic 2, *"Decision Makers"* **Theme 5: Topic 2,** *"We Gather: Change and Work"*	**1.2** assess the environmental and economic impacts of using conventional *(e.g., fossil fuel, nuclear)* and alternative forms of energy *(e.g., geothermal, solar, wind, wave, biofuel)*